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### INDIANA

# School Journal.

ORGAN OF THE

STATE TEACHERS' ASSOCIATION,

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AND OF THE

Superintendent of Public Instruction.

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#### INDIANA ~

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## WRITTEN EXAMINATIONS AS A BASIS FOR PROMOTION.

S

LEWIS H. JONES, SUPT. INDIANAPOLIS SCHOOLS.

N discussing Written Examinations as a Basis for Promotion, it seems desirable to touch upon related topics. It will be necessary to know the different purposes of the various kinds of examinations; and to discuss to some extent the different methods of promotion, in order to understand the true relation of the written examination in the promotion of pupils. For it seems to me unwise to subject children to the nervous rain incident to the written examination solely for the purpose of determining who shall or shall not be promoted, since if rightly conducted many other valuable ends may be att-ined at the same time without sacrificing the main purpose. Nor would I promote pupils without the written test, since it serves to determine some phases of the pupil's readiness for promotion with peculiar efficiency.

What, then, constitutes "fitness for promotion"?

To understand this fully it is necessary to observe that the different branches of study, as Arithmetic, Grammar, etc., consist mainly of a line of ideas and truths, which are so related to one another that the comprehension of a given one of them, except the very simplest, is conditioned on first comprehending others; so that a subject is seen at last to be in some sense an ascending scale of ideas and truths; the comprehension of those at the top of the ladder being possible only after the mastery of

the more elementary ones which precede them. Now each grade in a well ordered course of study consists of a certain number of these ideas and truths properly related and correlated; and the pupil is in this sense ready for promotion when he has so mastered the ideas and truths of his grade that he can with the necessary effort construct out of them the still more complex ideas and truths of the next higher grade.

But not only do these ideas and truths bear this relation of subordination as part and whole, necessitating the mastery of the more elementary in order that they may be used as materials of construction in the making of the higher and more complex, but they vary greatly as to difficulty, and require varying degrees of mental power, or grasp,—those coming later in the course requiring more endurance in study, more reflection in the method of study, and more exercise of the reason in their complete mastery. Thus, then, these concepts and truths constituting a course of study are related to the development of the mind itself, successively requiring a larger development of the higher powers of the soul.

Again, the pupil may in r few cases have the knowledge of subject matter fairly mastered, and may show the appropriate degree of development or mental strength, and yet not have that fluent use of language which will enable him to grapple successfully with the work of the next grade, and sustain himself among this fellows, who have a better use of this valuable tool of thought; for knowledge sometimes comes while language as well as wisdom lingers.

To sum up, then, a pupil is ready for the next grade when he possesses three kinds of merit:—

- r. Proper knowledge of the ideas and truths of a grade of work, so far as they are the materials of construction for the ideas and truths of the next grade.
- 2. Mental development of a kind and degree sufficient for the mastery of the work of the next grade.
- 3. Sufficient command of the language which expresses the concepts and truths of the grade work, to enable the pupil to think them into the forms demanded by the work of the next grade.

My next inquiry is why should pupils be examined? That is, what are all the reasons why examinations of any kind should be made? If these reasons can be satisfactorily determined and stated it will be comparatively easy to select those which have direct reference to promotions, and then to determine which of these are best satisfied by written examinations.

- r. Pupils should be examined with reference to their mastery of the ideas and truths which are necessary to the learning of the next steps in the course of study. Good teachers understand this need, and examine pupils orally or otherwise with great frequency. Scarcely a recitation passes in which the teacher does not examine pupils in this way preparatory to the teaching of the next ideas. It is indeed impossible to make a right connection of the new to the old without first having a clear view of the amount and degree of perfection of the known.
- 2. Pupils should be examined to test their stage of development, or mental grasp,—i. e., their capability to make the mental constructions, and draw the conclusions which the next work requires. This test every good teacher knows is one that must be made in some way daily, or even many times each day,—whenever new truth is to be presented. So it, too, is a part of the regular routine of ordinary teaching.
- 3. Pupils should be tested as to correct use of language. The wise teacher requires pupils to make honest effort to express the knowledge which they have gained before he supplies actual deficiencies.

Now it is to be observed that the three tests thus far enumerated correspond precisely to the three elements which constitute readiness for promotion; and if there is any argument in my paper so far it is to the effect that every good teacher does in his regular daily teaching, by virtue of the nature of the case, apply some of the tests which will discover the pupil's fitness or unfitness for promotion. And further, the better the teacher, the better she knows the fitness or unfitness of her pupils for any proposed promotion.

Thus, then, I conclude that the superintendent who insists on making written examinations the sole basis of promotion, com-

mits the absurdity of omitting to use the knowledge of those who from the nature of the case have a very valuable knowledge of the situation,—viz., the teacher.

Having shown, as I think, that it is wise to allow the teacher's judgment to be one factor in promotions, I shall now inquire whether that is sufficient.

First, then, with reference to these three tests or kinds of examination already mentioned. Each one of them is more difficult if required in writing. One must know a thing well in order to write it with clearness. Besides, the stage of development or mental grasp, is clearly photographed on the written page. How a written examination challenges each child to his best! .If the child has will power, if he has orderly habits, if he has endurance, if he has reached a stage of reflection beyond his classmates, how all this somehow shows itself on the written page, in the clean-cut sentence, the well-chosen words, and the rational conclusion. Where else as in the written examination, does competence go to the front, and incompetence to the rear? What else so calls out spiritual powers, and dares the spirit to its highest effort? In nothing else does genius so leap beyond the ordinary limits, maturity of mind so reveal its worth, industry receive its just reward, and ignorance and idleness so cover themselves with shame, as in the written examination. teachers themselves should do the examining, a portion of the test should be a written one; and if then the superintendent. with his broader view and wider knowledge of the situation. makes the questions, additional advantages accrue in their use as part of the test for promotion.

The argument then so far as it has proceeded, seems to claim that the written examination with questions prepared by the superintendent, and the well considered judgment of the teacher, should be the two leading factors in the promotion of pupils; with the relation of these two factors as yet undetermined. In mathematics, the product, as you know is the same, whatever be the order in which the factors stand; but this is not a mathematical question, and it does make a vast difference which factor is made to take the prominent place.

It is the firm belief of the writer that the place of honor, the position of supreme importance in the matter of promotion, should still be given to the written examination; and for the following and many other reasons:—

Good grading is a matter of prime importance in any system of schools. Good grading requires that pupils of the same grade should, so far as possible, be nearly equal in scholarship, grade of mental development, and in power to think, talk, and write. Now nothing else has as yet been discovered that is equal to the skillfully conducted written examination, in sifting pupils with respect to attainments and mental peculiarities. There are always pupils in every class whom obstacles spur to effort, who master courses of study by the methods peculiar to original minds, and who deserve to be passed rapidly up the ladder. There will always be the bulk of our classes who will attain mediocrity in knowledge, who will develop powers of mediocrity, and who will stand the test of the written examination without marks of distinction.

These two classes of minds,—the capable, resolute, clearheaded, brilliant pupils, who will distinguish themselves among their mates and change the face of society in the future, and the larger number of painstaking average pupils,—these two classes should be made to depend upon the written examination for promotion. The written examination presents to them a definite amount of serious work which must be done now and here; and since promotion depends upon it, the necessary stimulus is given to cultivate the power in them which they already hold in germ. of meeting exigencies when they occur, whether in school or in life. Really, the highest fruitage of culture is wisdom which is available when it is needed. There are plenty of people in this world who are wise after the event, but the world has never been surfeited with people who without undue noise, suit the action to the word, the word to the action, and both to the occasion. And I claim that the written examination tends directly. if wisely used, to increase the number of these much-needed individuals; hence I insist that it must still have the prominent place in every scheme for promotion.

Besides these two classes of pupils, however, both of whom succeed with the written examination, and for whom the written examination holds a great good, there will always remain a certain few who are unnerved at the prospect of the examination, and paralyzed by the requirement of doing their work under definite conditions of time and place. These pupils deserve consideration; because while they belong to the class of people who will never set the world on fire, they will in general if properly treated develop into ordinary men and women, of pure motive and blameless life. Their failure upon the written examination is not generally for lack of knowledge, or even of stage of development; but for a lack of mental balance or symmetry, for which an over nervous physical condition is partly to blame. These pupils must not be denied the privilege of the higher education, merely because they can not pass the written examination which bars the way thereto. Neither should they be passed in by favor merely; but they should be allowed to accumulate for themselves in the mind of their teacher an estimate of themselves as to ability, industry, honesty, and energy, that will be sufficient guaranty that they can and will do the work of the next grade satisfactorily. Then though their examination should be low, they should be allowed this appeal to the teacher; and if after careful remembrance and thought of the matter the teacher, seconded by the supervisor, if there be one, advises it, the pupil should be promoted with full honors.

To sum up then, I believe that promotions should be based on a thorough written examination, on questions prepared by the superintendent, and that all pupils should be taught to understand that the result of this examination will constitute the chief reason for their promotion or non-promotion. This gives to the examination the proper weight,—makes it a challenge, evokes power, and makes the examination useful for other purposes as well. The questions should be of such a character as to distinguish clearly the scholarship, mental power, and language ability. All pupils who pass a reasonable percent upon this examination should be promoted for that reason. All of the remaining pupils whom the teacher will, after due consideration,

and in full view of the result of the examination, recommend, should be promoted honorably for that reason; all others should fail of promotion.

Of course there will be some variety in detail growing out of the practical application of this plan. In the schools of Indianapolis precisely the general plan here indicated is followed.

Promotions are made twice a year. About one week prior to the examination each teacher is required to send to the superintendent an estimate of the number who will be likely to fail, or who in her judgment should fail of promotion. She does not indicate names,—only states about how many. But in determining this she has been required to weigh in her inner consciousness her estimate of each pupil by name and personality. Then comes the written examination on questions originating with the superintendent. Then all rolls of pupils are referred to the superintendent, who promotes at once all who should in his judgment be promoted from the results of the examination. Every pupil now receives credit for everything whic's he has achieved in the examination. No prejudice of his teacher should weigh an atom against him here. It is assumed that the examination has been honest, the papers of the applicant are open for inspection, and he is entitled to all he has earned. reference to those who have not reached a rank deserving of promotion: the teacher is required to go through an analysis of the mental characteristics of such pupil, and he is given the advantage of the best that his teacher will say for him; and if his teacher ranks him with others who have achieved promotion fairly by written examination, and declares it to be her belief that he can do and will do creditably the work of the next grade, he is promoted. If the pupil has failed notably, and the teacher believes that such failure is a fair showing of his attainments and ability, he fails of promotion, and repeats the work of the grade just completed.

It is proper to add that the examination in the connection indicated is often a means of defence by the teacher against the charge of prejudice, for if a pupil whom she will not recommend for promotion claims that it is because of such prejudice, she can send the papers of such applicant to the superintendent as her defence. And when a pupil has failed in the written examination, and has failed to receive the recommendation of his teacher, neither he nor his parents can urge promotion with much show of reason.

In a recent examination for promotion in the schools of Indianapolis, 1509 pupils were reported by the teachers as likely to fail of promotion. But of these 345, or 23 per cent. succeeded in passing the required test. At the same examination 302 pupils who had been recommended by their teachers for promotion, did so poorly on the written examination,—showed such evident lack of knowledge and ability, that the teachers withdrew their recommendation, and the pupils repeated the work. This shows that while the judgment of the teacher is fairly reliable, it needs something to compel a close analysis of each individual case; and that is precisely what the written test secures.

The meaning of what I have said will not be entirely clear, I think, without a supplemental statement on a topic which may at first thought not seem directly related to any subject,—namely, that written examinations should be made to serve other ends than tests for promotions. The written examination is one of the best means yet discovered by which the superintendent is enabled to direct the instruction of his teachers. When teachers learn that the superintendent tests the power of original thought, rather than technical exactness, and not till then will the teacher seek to develop common sense and original power in her pupils.

This view of the case suggests to me to say in closing, that I have in mind one modification of the plan indicated in this paper, which I intend to put into operation in the schools of Indianapolis so soon as I find the conditions favorable. It is this: To give the written examination not at the time of promotion, but about eight or ten weeks previous to that time, and to give a supplemental examination at the time of promotion to those whose marks were poor in the other examination, or who were reported by the teacher as having done poor daily work since the preceding examination. This would enable the superintendent to direct the work of teaching more thoroughly through the

examination, and would enable the teacher to correct the defects of her teaching before the pupil had suffered so much from mis-directed work. This, it seems to me, would reduce the necessary evils of written examinations to a minimum, and raise their possible advantages to a maximum; a consummation devoutly to be wished. For I regard the written examination as a very difficult piece of school machinery to handle. By its wise use a good superintendent may improve, enlarge, and liberalize the whole tendency of the instruction in his schools; or by its unwise use he may cripple beyond recovery the efforts of his best teachers.

## WRITTEN EXAMINATIONS AS A BASIS FOR PROMOTION.

W. N. HAILMAN, SUPT. LA PORTE SCHOOLS.

The business of education is to guide and aid the child's growth and development. In this, the school—even when viewed rather narrowly as having charge only of intellectual phases of development—plays an important part. It is desirable, whatever the "system of teaching," that in the onward march there should be no avoidable blunders, no breaks from undue haste, no loss of life-energy from needless tarrying: all these rob the child of his birthright, which is to make the most of his life and strength in the various directions of being.

All progress or promotion is sound in the measure in which it establishes the child in the full enjoyment of this birth-right. Now this is possible only if such promotion rests on a full appreciation of the child's condition, mental and physical. Considered individually, the child should always be found in the grade or at the work that benefits him most, that induces and enables him to make the most of himself. Frequently, it is true, social conditions may render it somewhat difficult fully to live up to this requirement, may give rise to a certain amount of more cr less legitimate friction with which one must reckon. Indeed, artificial contrivances, like our graded school systems, invented to relieve more or less temporary economic pressure, may render

it impossible to do full justice in any case or in any phase of the work.

Yet in no case should this regard for others or for the machine become permanent and swallow up the individual with all that makes life worth living. In each case—whatever nimbleness or flexibility may come into play in efforts to avoid collisions—the individual right to make the most of himself is still and should ever be the foremost consideration. In each case it is and must ever be the decisive question to which all others tend: "Will it help the child?" Before this question even the much quoted "greatest good to the greatest number" principle (?) must bow; for to the number no good can come that has not first been secured for each individual. If we take care of these individual pennies the number pounds will take care of themselves.

Now the question arises: Does the "written examination for promotion" afford satisfactory grounds on which to decide these matters of promotion? To put the case more plainly: If Miss Faithful has taught the child from day to day and during the day from hour to hour; taking constant note of his physical and mental condition; studying the make up of his head and heart; nursing whatever germs of earnestness and conscientiousness she may find in him; watching and helping him in his efforts to discern, to find out, to form and formulate thought; encouraging and warning him in his attempts to apply his knowledge to life purpose, in his struggles to say and do what his growing soul holds to be the best ;--if Miss Faithful has done all these things, will she need the "written examination for promotion" to decide concerning the child's proper place in school? Or-closer stillif Miss Faithful has done all these things, will the "written examination for promotion" on certain subjects of instruction enable Mr. Sniffles to decide the child's case more justly than Miss Faithful could decide it without this examination?

Or, approaching the matter from another side, and granting that the "written examination for promotion" is of an ideal kind, such as mortals rarely meet; that it does not demand the mere exhibition on the child's part of a number of gaudy "knowledge lumps" called out by cunningly selected and studiously se-

creted questions, but sets up real thinking in the child's mind, and induces him to give us an insight into the workings of his own powers; granting that it does not by means of degrading police regulations and penitentiary expedients invite the child to all sorts of dishonest trickery in his efforts to defeat Mr. Sniffles, but is a mutually ingenuous attempt to get at the truth; granting that all mere puzzles, all mere routine questions, all mere hobby pranks are omitted, and that every question or task is simply and clearly stated, is full of richest mind meat, and on the child's plane of life; granting all these things, will the "written examination for promotion" help Miss Faithful in making up her mind, will it make adequate additions to her knowledge of the child previously gained in daily, weekly, and monthly oral and written investigation and review? - or, getting nearer the kernel of the inquiry, will it make Mr. Sniffles or Mr. Earnest, who otherwise know nothing about the child, to equal or excel Miss Faithful in the matter of judging justly?

Again, getting at the inquiry from the child's side, is the child in the "written examination for promotion" in the best, or even in a fairly good, condition to display his true powers? Does this examination enable him to show the examiner all his powers of seeing, saying, and doing, of finding and applying, planning and inventing? Does this written examination in any way show how the child gained his knowledge and what use he made of this in his answers, things so important to be known if we would judge aright? Does this written examination reveal the child's reserve power? Does it give any insight into the child's traits of character? Does that blot necessarily mean carelessness? Does that irregular hand writing betray any shortcomings of head, heart, or hand, and—if so, what? Do the errors in grammar or spelling show lack of language control? Nay, do they even prove a lack of orthographical or grammatical knowledge? Does that "wrong answer" proceed from ignorance or misunderstanding, from a treacherous memory or from a nervous twitching of the little heart to whom so much is at stake? Is there anything in the written examination, as such, to enable you to answer these and similar questions with a fair degree of

certainty? And have you, Mr. Sniffles or Mr. Earnest, have you a right to rob the child of 365 days-365 sunrises and sunsets, with all the glorious growth they bring between them-on the basis of the "written examination for promotion"? Have you, Miss Faithful, a right, or have you the heart to "correct" your judgment on the basis of this failure in the written examination? or is it safe to trust this success-if it be success-and to let it offset a year of failure, a carefully gained conviction of utter incapacity? Or, granting that you have this right, have you-Mr. Sniffles, Mr. Earnest, and Miss Faithful-have you the right thus to turn the child away from considerations of the inner value of things, and to set his heart on mere outer success, to nip principle in the germ and to make him a follower after expediency, to quench the spark of genius in his soul and to press him into the greedy hosts of rampant, loud mouthed mediocrity which sells eternity that it may rule a day?

"But," I hear Mr. Earnest say, "it accustoms the child to put forth his best efforts under the pressure of the least favorable circumstances; hence it teaches him promptness in the arrangement and expression of his knowledge; it renders him quick and precise; it puts him on the alert, and gives him decision, selfmastership, self-dependence." Granting all this and much more of the same sort, and agreeing that frequent exercises, similar to these written examinations, be made for the purposes indicated in Mr. Earnest's defense, nevertheless the question seems in place: In view of certain positive and negative disadvantages shadowed forth in previous paragraphs, do the advantages of written examinations for certain phases of development, justify us in making the special written examination an exclusive or even a particularly important test for promotion? Because pulling stumps develops certain muscles, will it do to unhitch the car of education from its rising star of progress and to tie it to a stump?

Shall we also listen to Mr. Sniffles, who assures us that these "written examinations for promotion" are needed to convince the child of the teacher's fairness, to satisfy the patrons that the decisions are just, and to give the trustees ground to stand on in

"backing the superintendent"? Or shall we rather in these matters trust Miss Faithful, whose integrity and kindness, whose thoroughness and persistence, whose watchfulness and conscientiousness are the best guarantees of good-will and fairness, of both the determination and the ability to do for the child the very best thing possible, even if, in doing so, she should lose the favor of patrons and trustees, and of Mr. Sniffles himself? Or shall we with the triumphant majority—which thinks itself right because it is big—settle down on good old custom,—quod semper, quod ubique, quod ab omnibus creditum est?

We have the choice. I prefer to plod along with Miss Faithful. At the least, she is alive.

# RESPONSIBILITY OF THE COMMON SCHOOL TEACHER.

JOSEPH CARHART, DE PAUW UNIVERSITY.

The four walls which bound our school-rooms are very near together, but within the narrow space they enclose, causes are operative whose consequences are broad as society; enduring as eternity; important as the destiny of immortal souls.

Suppose the healing art should decline—children taught in school the principles of health and confirmed in the habits of right living, except in case of accident would have no need of a physician. Suppose lawyers should become shysters—the principles of justice inculcated in the school would for the most part render the legal profession unnecessary. Suppose, during a political campaign, the moral nature of our editors was permanently tuned awry—the old masters ever at our elbows would continue to tell us truths, new every morning and fresh every evening. Suppose the college professor, feeling that there is nothing higher than himself to which he is responsible, should degenerate into a dry-as dust gerundive gradgrind—having mastered the beginnings of universal knowledge—the nine legal branches—and inspired by the common school teacher with a desire to develop the highest possibilities of his being, the youth would march to

his goal in spite of the memory-cramming, soul-killing monstrosity placed in his way. Suppose the morality of the pulpit should decline, the high intellectuality of our clergy suffer eclipse—we would still have an open Bible in which the way of salvation is made so plain that the way faring man, though a fool, need not err therein. The minister meets the child about one hour a week; the common school teacher has full control of him six hours a day, five days in the week, nine months in the year, eight years in his life—an aggregate of eight thousand six hundred forty hours! Eight thousand six hundred forty rounds of a ladder, up which little feet will climb towards heaven or down which they will crawl towards hell. Who will induce the youth to retrace his steps when he has gone the length of that ladder in either direction?

Retrogression in any of the professions named would be a calamity, but whatever may be their fate with respect to doctors, lawyers, editors or ministers, it behooves parents to pray divine Providence in the name of Him who loved little children to send to theirs good, efficient common school teachers.

Is this opinion of the teaching profession an extreme one? It is the deliberate, the substantially expressed opinion of this commonwealth. Indiana has invested in school property—grounds, buildings, furniture, and apparatus—\$15,000,000; she has a permanent educational fund of nearly \$10,000,000. Besides the enormous revenue derived from this fund, a tax of \$1,589,000 is collected annually for school purposes; \$5,000,000 are paid every year to fourteen thousand teachers for conducting the education of 756,988 children. A magnificent army, splendid equipment, enormous cost!

What a burden of responsibility do these facts and figures impose upon the common school teachers of the state.

THE mind, instead of being a repository of powers which only need to be drawn out, is more like a plant which grows from a seed to its full stature.—Johonnot.

#### DEPARTMENT OF PEDAGOGY.

[This Department is conducted by S. S. PARR, Dean De Pauw Normal School.]

#### A SEVERE INDICTMENT.

T a recent meeting of the New England Association of Colleges and Preparatory Schools, President Charles K. Adams, of Cornell University, is reported to have said:

"I have thus endeavored to place two classes of public schools (American and German) in sharp contrast, in order that we may fully realize how inferior our schools really are. I am now speaking of the lower grades of schools; for I believe, as I have already said, that a comparison would not result in the same disadvantages to us, if carried into the more advanced schools. But I believe that in the primary and lower grades no person of impartial judgment can observe our schools in comparison with those of Europe without admitting our great inferiority. We spend enormous sums in large and well arranged buildings, and elegant furniture and expensive school books, and then frustrate the purpose of them all by not having the one thing, compared with which all other things are as nothing, namely, A GOOD SCHOOL."

President Adams rightly characterizes the greatest popular mistake about education, so far as houses, furniture, and books are concerned. It ought to go without saying that a fine house, the latest patent furniture, and children decked out in their best attire, with the crispest of new books in their hands, do not come within the antipodes of a school. These, except the children, are gross accessories. Good people, including well-meaning teachers, are deceived about another set of facts. They think they really have a school when the children sit quietly in their seats, repeat the words of their text-book, march up in battle array, say their piece of memorized trash, and march down again. But these good people really have no school. A school is a place where people think, but one of these marching and reciting bees is a place where thinking is murdered, and the thinking powers are maimed beyond recovery.

"How is a change for the better to be brought about? In no other way than by a change in public opinion. This is, of course, the manner in which all reforms in a government like ours must proceed, and a radical change in this respect is abso-

lutely necessary. There is in the public mind no general idea that our schools are inferior. Mr. Matthew Arnold, whose professional office it was to study educational systems, told the people of Europe, in his report of 1868, that they had nothing to learn from American methods; and just after the Educational Exhibition in Philadelphia in 1876, one of our oldest and wisest State Superintendents declared that we had more to learn from Sweden and Russia in regard to methods of instruction than Sweden and Russia had to learn of us. But these were simply individual voices, and the prevailing belief in our country has been that, on the whole, so far from having any reason to be dissatisfied, we should be proud of our great and glorious system of free-schools, and should abundantly thank God that we are not as other men are."

England is reputed to have the poorest primary schools among the Great Powers. Their desks are old fashioned, compared with ours; their machinery seems heavy and cumbersome, and their houses are poor compared with our brisk and showy structures. But they far excel us at the heart of the problem. Their teachers are infinitely better educated than ours. They get more thinking done in their classes; and their education goes deeper into the mind than our memory work.

First of all we must be rid of the current folly that believes anybody can teach school. Poor preparation is responsible for more poor teaching than all other causes combined. If all the people on the globe united to say that poor preparation ever did good work it would be a mistake. Second, we must cure ourselves of that conceit which puffs us up above studying the progress of other countries. It is a trenchant criticism on the egotism of the American character that, so far as we now know, no state, and not the general governm nt has ever officially sent any one abroad to study foreign school-systems.

#### A CALIFORNIA IDEA.

CALIFORNIA is not alone a place of great and glorious climate. Educational enterprises are on a great scale. Vegetables and fruits grow large; so do ideas. Inspired by some of Nature's fresh new ideas, in the Sierras, Shasta, the Golden Gate, and the Mighty Pacific, the people of the Golden State have uttered

a fresh new idea in the mode of supplying school text books. The commonwealth not only undertakes to secure justice between man and man in civil affairs, to police the country and suppress crime and danger to life and limb, but to set up a printing-press and strike off the school-books used by incipient Californians.

At a general election in November 1884, a constitutional amendment was adopted by the people of California, by a vote of 143,017 to 11,930, directing the State Board of Education to compile, or cause to be compiled, a series of text-books for use in all the schools of the state. At the session of the legislature next following the adoption of this amendment, an act was passed designating the books to be first made, and appropriating \$20,000 for their compilation and \$150,000 for plant, printing and manufacture.

The State Board, consisting of the Governor, State Superintendent, and principals of the normal schools, selected a managing editor at \$3000 per year, and proceeded to get out a series These, so far as out, are, First Reader (cloth, 128 of books. pages), 15 cents, mail 20 cents; Second Reader (cloth), 288 pages, 30 cents, mail 38 cents; Third Reader (half Russia, 512 pages), 40 cents, mail 52 cents; Speller (cloth, 192 pages), 20 cents, mail 26 cents; a History (half Russia, 432 pp., 6 maps, 63 engravings, about 100 plans), 70 cents, mail 82 cents; an English Grammar, (half Russia, 292 pages), 42 cents, mail 50 cents; a Primary Arithmetic (cloth, 149 pages), 20 cents, mail 25 cents; an Advanced Arithmetic (half Russia, 288 pages), 42 cents, mail 50 cents. The editor of this department is indebted to Hon. Ira G. Hoitt, State Superintendent, for a set of these books. If the ones sent are fair samples, (which, it is claimed, they are not), they are very good books, both in matter and in mechanical construtcion.

The work on these books is all done in California. The readers were compiled by a California teacher, Mr. Kinne, and presented by him to the Board. They are three in number, aggregating 928 pages, against about 1400 pp. in the ordinary series. Each is regarded as about equivalent to two readers of the usual series. The first two are illustrated. The sketches for engrav-

ings cost \$900, and the engravings \$2,300. The designs were made by Thomas Hill, Miss A. Randall, and Carl Dahlgreen, of San Francisco, and a lady who came to California from London, a few years ago, Mrs. Miriam Weeks, of Sonoma county. The engraving was done in the capitol building, by engravers paid by the week.

The history was written under the direction of State Superintendent Hoitt. It is very fairly illustrated, and contains a great many sketch-maps of places mentioned in the text. It is about the average of books of its kind.

Prof. Ira Moore, president of the State Normal School at Los Angeles, prepared the arithmetics, and Prof. Charles H. Allen, president of the State Normal School at San Jose, prepared the grammar. They are fairly good books. In the preparation of these and other books the widest criticism was invited, pamphlet copies of proof were sent out and the suggestions and criticisms of intelligent teachers of all classes received and considered.

At the Superintendents' meeting at Washington, last year, (1887), Supt. Fred. M. Campbell, of Oakland, read a paper giving an account of the system. \$120,000 of the \$150,000 for plant, labor and material, had been expended, and \$9,000 of the \$20,000.00 for compiling had been applied to that purpose. \$180,000 was asked of the legislature of 1886-7, for the same purposes. This amount, by the terms of the bil, was to be expended in the publication of 50,000 books of each kind, after which the manufacture was to be carried on from proceeds of sales.

The State Board estimates that at the end of twelve years it will have received back from sales of books, the \$350,000 paid out for cost of plant, plates, compilation and illustration. This, of course, recovers the amount invested to the state, which, so far as it is necessary to the purpose, we believe is to be continued in use as a revolving fund for the further production and distribution of books.

The feature of the system that is least satisfactory is the distribution. This is attempted to be mainly done through schoolofficers, and as experience elseewhere has demonstrated, is not a satisfactory mode of distribution.

This in the main is the celebrated California text-book system. The country will watch with interest its success as tested by a series of years. Inquiry of those connected with the schools at San Francisco last summer leads the editor of this department to believe that the system is popular in California now.

#### WHY NOT SUPPRESS IT

SAYS the California Advanced Arithmetic: "The process of taking any number of times a given number is MULTIPLICATION." The small caps are theirs. No! If all the arithmetics from Maine to Georgia, or from Kokomo to Kalamazoo, were to say so, the statement is not correct. Try it for yourself! Take 25 and attempt to multiply it by 25, and you will see at once that you do no such thing. This statement and all of its kind label themselves a statement of a "process." That is exactly what they are not. Instead of being statements of process, they are so of result. All such statements are not only valueless, but positively hurtful! They cumber the ground, and prevent something better. The sooner we have done with them, the wiser. Perhaps, the children who use these statements are incapable of making definitions. If so, they have no need for them. At any rate, no good is to come from saying over what is not true.

#### EVIDENCE OF A RIFT IN THE CLOUDS.

THERE is strong evidence of a break in the clouds of devices that have for several decades overhung the school room. High-school teachers are actually inquiring what general principle underlies their work! Primary teachers are dropping aprons-full of pegs, fire-clay, rainbow-colored wood, and other pretty things, to ask whether there really is a reason at the bottom of what they are doing. Even the college professor, who is stablished beyond any other mundane thing, is tossing in his sleep and muttering, as though he would wake up! Who can tell what a decade

may bring forth? So far as teaching is concerned, all these classes have rested secure in the unconscious use of devices, and all they cared for, so far as the teaching side was concerned, was, like Oliver Twist, more! more! Some of these days, though, we shall all see a great hole in the canopy, and beyond the fact that all teaching is a conscious use of means to realize a conscious end.

#### GEOGRAPHY.

WHAT IS IT? Geography is the science (in potentia) of earth and man in their mutual relations, studied with a view to explaining the life of man, as expressed in his thought, feeling, and action, about government, religion, education, industries, and society proper, as influenced by his physical surroundings.

Mathematical geography. What is it? A study of the position, form, size, and motions of the earth, so far as they influence the general distribution of heat and light.

Physical geography. What is it? A study of the causes affecting and the results following the special distribution of heat (climate) and life, so far as these things influence man.

Political Geography. What is it? A study of government and the other institutions as influenced by their physical surroundings.

#### THE SCHOOL ROOM.

(This Department is conducted by G. F. Bass, Supervising Prin. Indianapolis schools.)

#### SHORT NOTES.

of noisy and "fidgety," do not walk back and forth and back and forth in a nervous way.

DON'T TALK SO MUCH. — Teacher: What is a fraction? Pupil: A part of a unit. Teacher: Yes, but you did not make a statement. You know, John, that we agreed one day last week that we would always give our answers in complete state-

ments. Now, suppose some one had just dropped in and heard you say "A part of a unit", he would not have known what you meant. Now, John, let us hear you tell us what a fraction is in a complete statement. John: A fraction is, in a complete statement, a part of a unit. Yes, but John, you don't need to say "in a complete statement." Now say it and leave these words out. John: A fraction is a part of a unit. Teacher: Yes, well, now, suppose we examine this definition, ": A fraction is a part of a unit." Now let us see, a part — a part; yes, well, now, John, how about 3/4? Have we more than one part? John: Yes. Teacher: Well, then, can we say that a fraction is a part of a unit? John, now, by a great mental effort recalls the definition in the book, or thinks he does, and says, "A fraction is one or more of the parts of a unit." But he has omitted the word equal, and it takes a great deal of talk on the part of the teacher to develop him sufficiently to make him "discover for himself" that he must "say" equal.

Is it surprising that our pupils are such poor talkers? Study how to get them to talk as well as think.

#### A GEOGRAPHY LESSON.

#### I. TRACHER'S PREPARATION.

Europe.

i. What.

2. Where.

In which hemisphere.
Touched by what waters.
Distance from N. A.
Direction from Asia and Africa.

3. Size.

Compared with other Grand Divisions.

" " U. S.

4. Coast.

Irregular.

Advantage of.

s. Surface.

Larger Part. Smaller Part.

6. Rivers.

Size and Number. Name and Describe Five.

. Climate.

Compare with U.S.

#### II. Pupils' Preparation.

The foregoing topics were placed on the board so that the pupils might refer to them as a guide in their study. They were asked to learn at least *one* thing about each topic and to be able to tell it clearly. They were told to use globe, maps, and text in the preparation of the lesson.

#### III. THE RECITATION.

The first pupil called upon took the first topic and said, "Europe is a large peninsula and one of the Grand Divisions of land. It is in the Eastern Hemisphere and is touched by the Arctic Ocean on the north, the Mediterranean Sea on the south, and the Atlantic Ocean on the west. It is about three thousand miles east of North America. It joins Asia on the west and is northeast from Africa, and is separated from it by the Mediterranean Sea."

Just here the teacher asked the pupil why he called Europe a peninsula. He very promptly answered, "Because it is almost surrounded by water." This showed that he knew what he was saying when he called it a peninsula. Another pupil was called upon to proceed with the "talk about Europe." He arose and said, "Europe is the smallest of the five grand divisions of land, and is about the size of the United States, but has six times as many people. They have railroads, telegraphs, telephones, steamships, all kinds of machinery, schools and churches, which make them a highly civilized people."

At this some members of the class objected to his recitation. Getting permission to speak one of them said that there is nothing in the book about telephones. The pupil who recited answered that he had read in the papers about the telephone systems in the cities of Europe, and if he had not he would have known that telephones were there, for a highly civilized people would have all the great inventions of the age. The teacher, here, sustained the pupil who was reciting, and expressed the hope that all the pupils would read and think about what they read.

Another pupil was called upon. He got about half-way out of his seat and said in a very indifferent way that "Yurrup has a irregular coast," and settled back into his seat before the teacher

had time to make any remark. He was the "exception." Almost: every class has one or two "exceptions" of this kind. The classseemed to feel sorry for him, but eager to go on with the recitation and the teacher took advantage of the eagerness and called on another. We wondered what became of the "exception," We found out by asking the teacher after school, but we have not room here to tell our readers. Let us hear the pupil whohas something to say and who will be strengthened by saying it, and may possibly help to lift our exception out of his seat next. time. He said: "There are many gulfs, bays and seas on the coast of Europe, and so there are many good harbors. This has made the Europeans great traders and Europe the most important of the grand divisions." This pupil was excused, and another one said that one advantage had been omitted. "No part of Europe is very far from the sea-coast, so its products are easily shipped."

We have followed this recitation far enough to get its plan and good points. It led the pupil to study the map and text for the purpose of learning some definite things. Preparing and reciting by logical topics will lead to the habit of logical study and thought. He will finally be able to prepare his own topics on any subject he can comprehend. In the recitation the pupils did at least three-fourths of the talking while the teacher did not more than one-fourth. In many recitations the converse of this is true. We understood that when Europe is finished one pupil will be chosen to stand before the class and tell all he knows about it. He will give a small lecture on Europe.

Caution: Don't allow this plan of recitation to drop into mere rote-work.

#### GENERAL INFORMATION.

THE Crown Prince of Germany, who is now only six years old, is now drilled every day for half an hour by a sergeant of the First Regiment of the Guards. What is a Crown Prince? Who is the Crown Prince of Germany now? Where does he live?

THE Justices of the Supreme Court of the United States are aged respectively as follows, with the dates of their respective appointments:

				age.	I car abhorace
Chief Justice M. W. Fulle	r.			. 57	. 1888.
Justice Samuel F. Miller.				. 72	1862.
Justice Stephen J. Field.				. 72	1863.
Justice Joseph P. Bradley					
Justice John M. Harlan.					
Justice Stanley Matthews					
Justice Horace Gray					
Justice Samuel Blatchford				_	
Justice L. O. C. Lamar.	_			. 62	τ 888.

Who appoints the Justices? For how long a time are they appointed? What is their salary?

THE richest gold mine in the world is said to be the Douglas mine, in Australia, which yields about \$200,000 every month, and has but three owners.

BALTIMORE has 2,000 boats and 10,000 men engaged in oyster dredging, who take annually from Chesapeake Bay 8,000,000 bushels of the succulent bivalves.

#### RAIL ROADS.

Russia is seeking to develop the interior of her vast empire by immense railway systems. She has just celebrated the opening of an Asiatic system at Saramacand, in Kokhara. This point is but three hundred and forty miles from the Indian frontier, and only three hundred miles from the Chinese border. This and other roads are in the military interest of the empire, primarily, but can only result in general development of the interests of the nation. Russia carries a despotic hand and treads upon her people with an iron heel, and yet she is gradually and surely lifting her heterogenous masses to higher social and moral conditions.

The great objection that China has felt to the railway, has lain in the fact that their construction would necessarily disturb the dead of their innumerable cemeteries, and that this would constitute a wrong in itself that would bring upon them the vengeance of the gods. But the scruples of this peculiar people have been so far overcome as to permit the construction of a road from Tein Tsen to Tongshan, a distance of eighty one miles. It was formally opened November 9th, and is the first railway enterprise of the empire. The road is to be continued to Pekin. This makes a new era in Chinese history, and can but prove most helpful to the nation in all ways.

MR. H. M. STANLEY, the great African explorer, has arisen from a very humble origin. At three years of age he was sent to a poor-house in Wales, where he remained ten years. Then he ran away and went to sea, finally landing in New Orleans, where a merchant took a fancy to him, giving him his name. This merchant soon died, leaving no property to the boy, and he was again thrown on the world. He found his way to California, where he spent a few years in the mines. Afterward he became a soldier in the late war. The New York Herald engaged him to report the Turkish insurrection. Returning home, via England, he went to the poor-house in Wales, where he spent some days, and gave the inmates a fine dinner. Then the Herald sent him to Africa to find Dr. Livingston, and since that time he has been prominently before the public.—Ex.

#### FAMOUS CANALS.

The oldest and most wonderful barge canals are in China. They form a perfect net-work running from north to south, crossing China's greatest rivers. Canals were in use in this country many years before the birth of Christ. One, called the Grand Canal, is a thousand miles long, and it took thirty thousand men forty-three years to build it.

The longest canal in the United States is the Erie Canal. It is three hundred and fifty miles long, and was completed in 1825, at a cost of seven million dollars.

The most famous ship canal is the Suez Canal, which runs from the town of Suez on the Red Sea to Port Said on the Mediterranean Sea. There was a small canal across this isthmus as early as 600 B. C. It was supplied with water from the Nile, and was used for nearly fourteen centuries. The present canal

is much larger, and was begun in 1860 and completed in 1869, at a cost of sixty hundred million dollars. There were about thirty thousand men employed in building it. It is eighty five miles long, averages about three hundred twenty five feet at the top and seventy-two feet at the bottom in width, and is twenty-six feet deep. Nearly thirteen hundred vessels pass through it every year. (What do you suppose they are loaded with?)

The Panama Canal. Who is building it? Why will it be important to the United States? The work on this canal began in 1882, and it was to be finished by January 1, 1888, at a cost of about one hundred million dollars. Nearly two hundred millions have already been spent, and the work is only just begun. Its builder thinks he will have it completed by 1890, but the people are not inclined to believe him. He is now past eighty years old, and many think he will not live to see his work completed.

## PRIMARY DEPARTMENT.

|This Department is conducted by Howard Sandison, Professor of Methods in the State Normal School.]

# READING.

lines of work, must determine the method to be pursued. It has seemed to be quite generally accepted that the sole purpose in reading has to do with the thought of the selection itself. If that be the purpose, then to realize it certain methods must be employed. But the purpose of reading may be viewed in another way, in the light of which the thought as an end in itself is of very little importance. In literature, the primary end is to make the thoughts and feelings of the author one's own, to live his experiences; and a secondary purpose is a consideration of the power of language to express these thoughts and feelings. We strive to reach all the obscure or suggested thoughts and say we are reading between the lines. The study of literature means very little to one who is not able to see in a piece of discourse

the hidden meaning, nothing other than it tells on its very face. The reading work should lead directly to this, and in order to do so, the secondary purpose in literature becomes the primary one in reading, that is, in the reading we care nothing for the meaning of the selection in itself. This is especially true of the work in the lower grades, and even in the higher it is by no means a minor consideration. But the subject of reading as discussed in this paper has particular reference to that in which the thought for itself has little or no value. The purpose to be reached must be something abiding, something from each lesson that will render the child more able to deal with the succeeding lesson. Does the thought contained in the ninth lesson help him master the thought contained in the tenth? This may be more clear from a lesson in McGuffey's First Reader: "A little girl went in search of flowers for her mother. It was early in the day, and the grass was wet. Sweet little birds were singing all around her. And what do you think she found besides flowers? A nest with young birds in it. While she was looking at them she heard the mother-bird chirp as if she said, 'Do not touch my children, little girl, for I love them dearly.' The little girl now thought how dearly her own mother loved her. So she left the birds. picking some flowers, she went home and told her mother all she had seen and heard." Of what real benefit is it for the pupil to know who went in search of flowers, what the mother bird seemed to say, and what the girl told her mother she had seen and heard? In the greater part of all the lessons in our readers the thought in itself is so trivial that no one giving the subject a moment's consideration would say that our ultimate purpose to be achieved is a knowledge of the thought contained in each selection. We see clearly that although working ostensibly for the thought, that is not the goal we are striving to reach. There is a something else, a something different from this that we wish w leave with the pupils. Let us see just what the aim in the reading work is. It is rather a knowledge of the power of our language to express thoughts. We seek for those subtle distinctions in thought in order to lead the child to see how our language shows them. It is the particular thing in language which symbolizes these subtle distinctions that has a permanent interest for us. We wish to leave with the child the knowledge that words, the signs or expressions of thought, when used in certain relations always have a certain meaning. We wish the child to grasp the force of these symbols of thought and be able to use this knowledge to the utmost in interpreting the meaning of each succeeding lesson. For instance, we say, "I shall spend little time there." What would be the difference in meaning if we were to say, "I shall spend a little time there?" Certainly all the difference in meaning is in some way shown by the word a. The child is to be led to see how our language expresses, suggests, or implies thought or meaning, rather than the thought or meaning expressed, suggested, or implied.

This is but one side of what we should continually have before us as the end to be reached in reading work. It is the knowledge side. The other part of the purpose is, in general, the same as we have in all other work, that of discipline or power which the child should gain. He sees a certain thought in one part of the lesson, a different thought in another part, and from these two he reaches a certain other thought, which as a fact, has not at all been so stated. But he should be able to see each idea obtained from the lesson in its relations to each other idea, and using these relations as data he knows many things that must be true, that one who fails to see these existing relations has no knowledge of whatever. As in the lesson given, the question might be asked, "Where did the little girl look for flowers?" There is nothing in the lesson which shows this directly. child should see something of the force of the word, search; the bearing on this of finding a nest with birds; also the force of the statement, she went home. These ideas should be sufficient data for something of a conclusion as to the place asked for. It is in seeing the relation existing between all these and reaching the conclusion that he strengthens his power of inference. Then, too, in the pronunciation of difficult words he brings into prominence the same activity. Suppose in this lesson the child does not know the word besides, i. e., the written or printed form. From previous work he is familiar with the word side, he knows

the sound of s and can give it at the end of side. He also knows bc. He has only to say the two syllables in their relation and the probabilities are that he will give it correctly. He may say bc sides, but even the word wrongly accented has a sound so similar to one he already knows that of himself he will change the accent and say besides.

Looking at reading from this point of view, the study of a selection might resolve itself into three phases;—first, a complete mastery of everything expressly stated, or only suggested or implied, with the distinct purpose in mind that it is the mastery of the medium by which this thought is conveyed that is of permanent value to the pupil. In speaking of this phase, I shall call it the thought phase, understanding the meaning of thought as here used; second, the phase in which would be considered the pronunciation of difficult words; third and last, the oral expression. These three phases have been stated in the order in which they should be taken. There may be a question as to this particular order, but a few words, I think, will make it clear. The words which the child can not pronounce very often come up in the discussion of the thought, and he gets their pronunciation while intent upon the meaning. Suppose the word deliverance for the first time occurs in the lesson. While at work upon the thought the teacher might ask, "What is the meaning of "gratitude for deliverance?" Thus the child is held to the thought and at the same time gets a knowledge of a new printed form. the same way the meaning of the words will generally be made clear. From the discussion of the thought the word whose meaning is not known is brought in in the relation in which it is used in the selection, and the context in most cases goes a great way in explaining the meaning of new words. The word prosperous occurs in a lesson, and the relation in which it is used may and may not be sufficient to decide fully upon the meaning. But the child has already had the word prosper, and he should be led to see that he has the essential meaning of the new word prosperous in the old, prosper.

Let us for a few minutes look at the first phase of the work, the thought side. The pupil is to master it as nearly as he can

with no outside aid whatever. The picture must be ruled out entirely in this phase of the work. He must acquire power to master printed symbols of thought, not through pictures and dictionaries, but through these printed symbols themselves. We should not ask for the thought which is explicitly told; which the child, with his already acquired power, can not help getting if he reads the lesson. Of what possible value as to either knowledge or power is it for the pupil to say, "The little girl wanted flowers for her mother;" "She found a bird's nest;" "She did not touch the birds," etc? But if there is anything given that is a key to the character of the child, find, not only what kind of a child she is, but more than this, that mark or peculiarity of lasguage that shows this to be true. Does it tell us anything about her disposition to know she went early in the morning, that she wanted flowers for her mother, that she did not disturb the birds? If so, what? These are pertinent questions. When we have freed our minds of the idea that the thought itself is the thing for which we are working, there are many other questions that will suggest themselves, as, "What is the central thought the author had in mind?" "How does he try to show this thought?" These can be used to better advantage with children of a grade or two higher than with those who have the lesson quoted. even then, it is not presumed for a moment that each member of the class, or even half of them would be able, undirected, to see the central thought in the lesson. If the class can answer it as soon as asked, then the time required in asking it and having it answered has been wasted, unless the answer is to be used as a basis for a more difficult question. In the lesson given, what is the force of the word and in the sentence. And what do you think she found besides flowers? What thought is here implied? What is the meaning symbolized by the so in. So she left the birds? The point is to ask for that which he can not answer without bringing all his knowledge of the forms of expression as suggesting or implying thought to bear upon it. The result of the teacher's questions should show what the child's difficult point is, and if it be in the meaning of a paragraph, sentence, or word, by question or illustration bring to his assistance all the knowledge he

has relating to that one point; if it be something entirely beyond his power to reach, then as a last resort the authority of
the teacher, or if on the meaning of a word, perhaps the dictionary. The words for the meaning of which the dictionary is with
children a necessity are very much fewer than might at first seem.
This is also true as to the pronunciation of unfamiliar forms. Thus
without any attention being paid to the words he can not pronounce, the thought is worked out. As has been spoken of before, the meaning of many of these will come incidentally in the
discussion. But if not in this way, then the relation in which
the word is used, the sentence or paragraph, and possibly some
part of the word itself, will in most cases determine the meaning.
This was shown with the words prosper and prosperous.

Following this is the formal side, the pronunciation of the few words which the child is not yet able to give. The first thing in the mastery of the form of a new word is to have the child see an analogy between its form in general and the form of a word which he knows. If this does not lead to the pronunciation. then he is to see in it some word, syllable, or syllables that are old. An example may make this more clear. A child had trouble with the word amuse. He was asked if he knew any part of it and he replied very promptly he knew am. Of course that syllable could not be used, and he was asked if he knew knew any other. He thought a moment and said he saw use. He was then asked to put the m before it and without hesitation he gave muse (giving the sharp sound to s.) He was now asked to give the whole word and he replied, "It is amuse," (still keeping the sharp sound of s.) But as soon as he said it he recognized the similarity between the sound as he gave it and one with which he was familiar, and he quickly pronounced it correctly. You may ask if this is not a long process in getting the pronunciation of a word. If the pronunciation were the only thing wanted then most assuredly it is, as this could have been given by the teacher with no perceptible "loss" of time. from the work on this word, he is to be more able to cope with the next whose form is also unfamiliar. It is his ability to master a word in a new case that measures the success on this. After a child has in this way worked out the pronunciation of a word, the tendency to recall this when needed is very much greater than it is with less exercise. And more than this, he is forming the habit of seeing in these new words old ones, or rather he is reaching out toward our principles of pronunciation, that letters in certain relations generally have certain sounds. This phase, with the preceding, is to make the child as nearly as possible independent of all outside aid in the mastery of the printed page. The dictionary for either form or meaning comes in only as a last resort. And although the picture has its legitimate place in our readers, still its function is not to aid in interpreting thought. The purpose of reading is not to make the child able to interpret thought as shown by pictures, but thought as expressed by written or printed language.

The third and last phase of the work is the oral expression. This is to be the test of the child's power to interpret symbols of thought in the relations they sustain to each other in this particular selection. If the pupil's reading of it should not express the thought, he will generally have shown in what way his interpretation is defective, thus giving the teacher the basis for bringing out what he has failed to comprehend. If, as we often say, "he has made a mistake in emphasis," it is not the way for him to get the correct expression by having another read it correctly or for the teacher to do the same. But without any attention being paid to the faulty expression, question again on the thought of the sentence or paragraph in which the mistake occurred. has not the meaning, and the probabilities are that he has not, see where his difficult places are and make sure he has mastered these before returning to the reading. When he is fully in possession of the thought, he can give it, not only in his own words, but as well in the words of the author, and the point in emphasis which was the thorn in the flesh will generally take care of itself. Sometimes the child is impressed with the fact that it is "only reading," and the school-room does not seem conducive to his best expression of what he clearly sees. But the tact of the teacher should be sufficient to overcome all such restraint. there are times when a teacher is quite sure a child has the thought

but seems utterly unable to give it adequate expression. Then as a last resort let the difficult part be read by others in the class or by the teacher herself. The child should be led to see the difference in meaning that the reading of this child and his own shows; what difference in meaning between his own reading and that of some other person. From what has been said on the thought he should be able to see which reading most clearly expresses what he sees in it.

This is but a brief outline of the work. The first phase is a consideration of the thought, in which the thought for itself is regarded as of little or no importance whatever; rather a knowledge of medium through which we obtain thought is of real value, and this is the thing to be mastered. After this phase, is the work on those words that are difficult of pronunciation. as we have seen, consists in finding something old or familiar in in new, unfamiliar forms. It is here the pupil is gradually reach. ing out toward the unchanging in our language—the principles Finally, the oral expression side of the lesson isthemselves. reached. This is simply work on the thought from a different The pupil now shows that he is not only able to standpoint. express this meaning in his own language, but as well in the language of the author, and by so doing indicates his power over these symbols of thought. From this is seen the evident error and absurdity in having the child read or express thoughts before S. E. TARNEY. he has any thoughts to express.

## COUNTRY SCHOOL DEPARTMENT.

[Conducted by W. H. CAULKINS, Supt. Tippecanoe County.]

## FOR TRUSTEES.

signment of teachers, and none requires so much consideration and careful weighing of circumstances and consequences. The trustee needs to be familiar with all the conditions, needs, and internal relations of each neighborhood in his township; he

needs to know often many personal relations in order that he may not rouse the ire of some one in the district; he needs to know the ability of the teacher not only intellectually but to harmonize with the district in which he may be placed. The people have a right to have their just desires respected in the assignment of their teachers.

As a rule, no change should be made. The teacher of last year knows the neighborhood, the people and the pupils, better than the best of teachers would in even a month. He can in two years or more of teaching, round his work and reduce the school to one idea, and generally this is much better for the interests of the pupils than to have new plans, new methods introduced every year. Any teacher worthy a place at all, will certainly not exhaust himself in a year, and for this reason should be retained. The old teacher does not need to spend time in 4earning the conditions of the school, the neighborhood relations, the needs of pupils individually, the changes necessary to fill out the previous year's work. He can start in at once and go on practically from where he left off. The salary even can be increased profitably in most cases if necessary to retain the old teacher. The trustee should aim above all things to keep his best teachers. One cause of the schools of our country districts not doing so much as they should is this changing of teachers every year.

It is yet a fact, and will continue to be so for a long time, that one-fifth of our teachers are beginners every year; so necessarily one school out of every five must have a new teacher. The trustee must therefore study how to place these inexperienced teachers where their apprenticeship will do least damage. It seems best that they should be placed in well-organized schools, since these can best stand the strain of mismanagement for a time. We have in mind a case in which an inexperienced girl was given a school which was conceded to be difficult for old teachers. The neighborhood was disturbed with internal quarrels; some one every year for many years had raised a disturbance with the different teachers sent there. In this case the trustee's act was the height of folly—nay, more, it was worse than folly. He not

only was responsible for a poor school that winter, but also for the utter failure of the teacher, who has never obtained a position since, when otherwise she might have become a fair if not a first-class teacher.

The country teacher has not a theoretical situation to develop into actuality, but he is confronted by an actually-existing condition. The problem he has to solve is not one of what might be but one of what is. He has given children of different degrees of advancement, coming from homes of various circumstances, each engaged in its own concerns, which often clash with neighboring affairs; and into this problem of stern fact he must step as a harmonizing factor which will lead at least his particular part of the problem to a happy solution. The trustee stands confronted with the more intricate problem of fitting the right teacher in the right place, and the most difficult terms to handle are those in which the teacher enters as an unknown factor, whose value can be determined only by the result. Obviously, then, our previous remarks are all the more true from this standpoint, and these unknown factors should be put into those terms most easily solved.

The peculiarities of both teacher and neighborhood must be weighed. No general method can be given for assigning teachers, but a few special hints may be of help. It is clearly a mistake to put a teacher in a school which contains pupils nearly equal in scholarship to the teacher. His position in such a case requires more tact and genuine teaching ability than most teach-It is a mistake to put a man in charge of a school ers possess. containing many primary pupils. It is conceded that few men possess the skill required to handle primary pupils well. mistake to put a teacher in a district which is prejudiced against him. Generally the school amounts to nothing. We who have taught when some obdurate patron persisted in seeing nothing but failure in our best efforts, and who have had to waste a good part of our energy in overcoming schemes "put up" at home on us, know what discouraging work it is. This matter of the personal preferences of patrons is one of the hardest things the trustee has to face. It will involve him in more hot water, perhaps, than anything else.

In conclusion, assignments should be carefully made, keeping in view the particular conditions of teachers and neighborhoods.

### MECHANICAL MANAGEMENT.

THERE must be a certain amount of machinery in every school, and one of the things necessary to be considered is how this machinery may be rendered as noiseless as possible, and how we may give the pupils better control of themselves through this machinery. Some teachers of small schools think it unnecessary to have formal calling of classes or formal dismissals, but evidently the pupils in such schools miss a kind of training they should have. A most effective way of repressing the capriciousness of childhood is through the concerted drill of numbers of them. The very effectiveness makes it easy to overdo the matter, as in some city schools, but teachers of judgment can strike the golden mean.

Every movement of pupils in a body should be done uniformly, and pupils should be drilled sufficiently in rising, sitting, standing, marching, etc., to enable them to go through all these with precision and uniformity. By this means the pupil gains control of his body and learns to sink his individuality in the common activity. After some drill these movements should be performed with no audible signal from the teacher. Why is it necessary to stand with a ruler in hand and thump, thump, thump; or with a bell and cling, cling, cling; or even with a spoken one, two, three; when a slight finger-movement, or a glance of the eye, is sufficient? Make the mechanical part of school management silent but effective. Pattern after the great Corliss engine.

We think pupils should be marched out at recess and dismissals. It saves noise, and the orderly appearance is a contrast to the pell-mell scrambling sometimes seen. Every pupil who is not sick should be required to leave the room for at least three minutes. In taking seats they should be restrained to orderly movements. In going to the black-board, the customary march should be the order of procedure. The board-work should all

be erased before the pupil leaves it, unless for some special reason, as copying, or dust. The pupils when reciting should stand erect, not leaning on the desk or against the black-board.

The same principles apply in the government of the room. Ordinarily a glance or motion of a finger should bring a pupil into order. The keen, quick eye of the teacher should catch all disorder at its inception, and a slight movement then showing that it is discovered, generally suffices to stop further progress. At most a name spoken not above the ordinary tone of conversation, should be requisite to end all trouble. Further disobedience belongs to punishment, and is beyond the limits of this article.

A most effective way of breaking up whispering is to change the seats of the offenders. If it is known that to lose one's seat is a disgrace, but few will persist in whispering to any great extent. Each pupil should be held responsible for the condition of his own desk. It should be kept free from scratches, from ink or pencil marks, from waste paper. A waste-basket at the teacher's desk is of much service in keeping the room free from paper, but pupils should not be permitted to go to it except at stated times. Every scrap of paper should be removed from the floor before the desk is left at noon or in the afternoon.

All work put on the board, slates, or paper, should be done neatly. It is part of every teacher's duty to teach neatness, and this is the only way it can be done. Copy-books and drawing-books should be collected and kept by the teacher. They should be kept free from blots and dirty spots. Monitors to collect books, to pass articles, to get hats and wraps, to collect crayon and erasers, should be appointed where practicable. It saves time and noise and furnishes a sort of office of honor. The one principle to be remembered is this: Whatever is in its nature mechanical should be drilled upon so often as to become a second nature.

#### NOTES.

Are you always sure that a pupil fills into a word (a mere torm) the same meaning, or as complete a meaning as you do?

Does drill consist wholly in repeating exactly the same words, or does it consist in repeating the same thought or the same process in many forms?

Do you make use of local events and the children's own experiences to draw illustrations from?

Do you draw a patriotic moral from strikes, mobs, and anarchistic riots? Ought not these things to be held up before the children in their glaring lawlessness as things to be severely condemned and crushed by all good citizens?

Do you give American authors a prominent place in your reading? Do you read to the children frequently from these authors? Is not now the best time to sow a few seeds of literary culture and patriotism?

## EDITORIAL.

READ the advertisements this month. Many of them are new, and all contain matter of interest to teachers. One of the best methods of keeping posted in regard to new books, good schools, etc., is to read the advertisements.

Wanted.—A few June and September Journals for 1888. Any one sending either or both these numbers will confer a favor on some persons who wish to complete their files, and will be rewarded by having the time of his subscription extended one month for each number sent. In sending please wrap carefully.

SPELLING.—We wish answers to the following questions, and we promise to print some of the best. The answers must be concise.

- 1. Why teach oral spelling?
- 2. Which is preferable to teach, isolated words, or words from sentences?
  - 3. Why teach the spelling of a word the child cannot use?
- 4. Which is of most use to a child the meaning of a word, or its spelling?
  - 5. Which should be taught first, the spelling, or the meaning?
  - 6. Which is of most importance, spelling or pronunciation?

VOLUNTEERS TO WRITE PAPERS WANTED.—At the San Francisco meeting of the National Association, held in July, 1888, the following resolution was introduced in the Secondary Department and unanimously adopted:

Resolved, That any and all persons engaged in the work of Secondary Education be publicly invited to prepare a paper on some important subject connected with High-school Instruction, for this Section, at the next session of the Association; that these papers be examined by the Executive Committee of this Department, and that any one ormore of them be placed upon the program, if found to be of sufficient merit. Such papers are to be sent to the President of the Secondary-Department on or before March 1, 1889.

The time for sending the paper is March 1; the length is to be not more than three thousand words and the occasion of reading, the next meeting of the National Educational Association.

For particulars address A. F. Nightingale, 1734 Diversey Avenue, Lake View, Chicago, Ill.

## RETROSPECTIVE-1856-1889.

This issue of the JOURNAL begins-Vol. XXXIV. Thirty-three years ago the State Teachers' Association at its second meeting, which was held in Madison, established the Indiana School Journal, appointed its editors and assumed all financial responsibility. George B. Stone, Supt. of the Indianapolis schools, was the first "Resident Editor." After paying deficiencies for a few years the responsibility was thrown upon the editor and he was allowed all he could make out of the paper. After passing through several hands Geo. W. Hoss assumed control and conducted it successfully for several years. When he was elected Principal of the Kansas State Normal School, in August of 1871, he transferred his interest in the Journal to the present editor, the transfer being confirmed by the State Association at its next session.

Up to this time the Journal had been edited as a sort of "side show," by persons engaged in other work. The present editor was the first to give his entire time to the work. Since this last transfer the size of the Journal has been doubled and its circulation increased seven-fold. The editor does not take to himself all the credit for this prosperity. He has at all times been heartily supported by the superintendents and teachers of the state. Indiana teachers have a pride and an interest in their own state and have been loyal to their own Journal. No other educational paper in the United States can to day boast of the support of so large a percent of the teachers of its own state. This is highly creditable to both the Journal and the teachers.

The editor wishes to extend his most profound thanks for this long-continued confidence and earnest support. He enters upon the new year with a resolve to keep the Indiana School Journal in the front rank of educational papers, so that Hoosier teachers in patronizing their own state paper may have the best the country affords.

A HAPPY NEW YEAR TO ONE AND ALL.

### WRITTEN EXAMINATIONS AS A BASIS OF PROMOTION.

Special attention is called to the two articles found elsewhere in this issue of the Journal on the above-named topic, by two of Indiana's ablest superintendents. The subject is a very important one, and is claiming the attention of superintendents and teachers everywhere. Perhaps no other educational problem is at present commanding so much attention, and but few others deserve so much attention. Examinations are of importance not only as a means of testing the knowledge of pupils, but as a means of testing and directing the quality of teaching done.

The New England Supts. in their recent annual meeting adopted the following suggestive resolutions:

- I. That the superintendents' examinations should be both oral and written, and should test the mental development of pupils more than the amount of knowledge they have acquired, an important object of these examinations being to indicate to teachers desirable subjects of teaching and drill.
- 2. That the examinations given by teachers should be both oral and written, and should serve (a) to fix the thoughts already awakened in the minds of the pupils; (b) to cultivate their powers of expression; (c) to ascertain what subjects, if any, should be reviewed.
- 3. That the fitness of a large proportion of every class for promotion is best known by the teachers, upon whose judgment the superintendent should largely rely in making his decisions.
- 4. That in regard to those pupils whose fitness to pass into a higher grade the teacher has doubts, no arbitrary standard should be fixed, but that various circumstances should be considered, such as age, habits, intentions, home influences, health, and intellectual ability.
- 5. That individual promotions, or promotions that are made at times other than the time of class promotions, should be most carefully attended to by both teachers and superintendents, to the end that no pupil may waste time in waiting for others longer than circumstances make it necessary.

#### ELIMINATION BY SUBSTITUTION.

"Look up, and not down;
Look forward, and not back;
Look out, and not in;
Lend a hand."

It is to be regretted that so many writers and speakers indulge so freely in fault-finding. If they would spend one-half the time and space, now given to criticism, in pointing out and illustrating better methods and principles to take the place of what is defective, what a blessing it would be."

We believe most heartily in "elimination by substitution," in school discipline, in school instruction, in everything. Instead of saying to a pupil don't do that, it is better to say do this; instead of saying don't act in that way, it is better to say, act in this way; instead of pointing out mistakes and blunders of teachers, and enlarging upon them, point out something better to be substituted. The teacher who is continually saying don't, don't, don't, is a failure as a disciplinarian. The educator who is continuously saying to teachers, don't, don't, is a failure as a leader. What children need, and what teachers need is positive instructions in doing the right thing, and they will then be led out of and away from the wrong thing. The cheerful view is the better view, always.

#### DID YOU FORGET IT?

#### AN EXERCISE IN EMPHASIS.

Did you forget it?

Did you forget it?

Did you forget it?

Did you forget it?

Forget what?

Why to pay for your SCHOOL JOURNAL before January 11.

No, Sir! I have paid for my JOURNAL, I thank you!

All right, then! The editor said that there was one person in your county who subscribed for the JOURNAL with the distinct understanding that he should pay for it before January 1, 1889, and then—and then—he forgot it.

# QUESTIONS AND ANSWERS.

## QUESTIONS BY THE STATE BOARD FOR OCTOBER.

#### [These questions are based on the Reading Circle work of 1887-8.]

SCIENCE OF EDUCATION.—1. State the leading features of the system of education and culture among the ancient Hindoos. 16

- 2. Name what you consider the principal divisions of education. 16
- 3. Why is it that man only can be educated?
- 4. Have you studied carefully the course of instruction adopted in your county? Give a brief outline of the work, in any subject, as presented in this course.

  2 parts, 10 each,
- 5. If your school-room is heated by an ordinary coal or wood stove, and it has no system of ventilation, what means would you adopt for

keeping the room at the proper temperature, and for having at all times a plentiful supply of pure air?

6. Show clearly the importance of having the school-room properly warmed and ventilated—i. e., give the mental and physical reasons.

GRAMMAR.—I. Write ten lines on the subject, "Thanksgiving Day."

- 2. Punctuate the following: Kennedy taking from her hand a handkerchief edged with gold pinned it over her eyes the executioner holding her by the arms led her to the block and the queen kneeling said repeatedly with a firm voice into thy hands o lord i commend my spirit.
  - 3. One moment I looked from the hill's gentle slope,

ALL hushed was the billows' commotion,

And METHOUGHT the light-house looked lovely as Hope,

That STAR on life's tremulous ocean.

Parse the words in italics.

- 4. Parse the words in small capitals.
- 5. Parse "as," "Hope," "lovely."
- 6. Analyze the first line.
- 7. Analyze the last two lines.
- 8. Write a complex sentence containing two dependent clauses, and parse the verbs in the dependent clauses.
- 9. What does the future perfect tense denote? Conjugate the verb go in the future perfect tense, indicative mode.
- 10. Give the principal parts of *lie* (to recline), *lay*, *sit*, *set*, *rise*. Why are these called "principal parts?"
- U. S. HISTORY.—I. What is the civic relation of the Indian to the government of the United States?
- 2. Who were the Northmen, and what had they to do with American history?
- 3. What were the immediate causes which led to the settlement at Plymouth?
  - 4. What was the Wilmot Proviso?
  - 5. Discuss the influence exerted by "Uncle Tom's Cabin."
- 6. What, in brief, is the history of the Mecklenburg Declaration of Independence?
- 7. Describe the process by which a foreigner becomes a citizen of the United States.
  - 8. Explain the Canadian fisheries difficulty.
  - 9. What is meant by a "corner," and what are its effects?
  - 10. What is the history of "Don't give up the ship"?

PHYSIOLOGY.—Present an outline of the circulatory system as you would teach the subject to an ordinary class in the public schools, under three headings:

- 1. Its general structure and parts.
- 2. The functions of each part.
- 3. Its hygiene.

GEOGRAPHY.—1. Draw a comparison between distance north or south from the equator, and elevation above the surface of the earth as to effect on vegetable life.

- 2. Locate Manchester, Cologne, Brussels, Vienna, and Geneva. State one thing for which each is specially noted.
- 3. Locate the Suez Canal, and indicate its commercial value to the world.
- 4. Compare and contrast the valley of the Nile with that of the Hoang Ho, with reference to direction, climate, vegetation, and inhabitants.
- 5. Make a sketch of the Delaware River, locating all important cities on it, and naming all states touched by it.
- 6. Describe the changes that have taken place in occupations and productions in the South since the civil war, and account for those changes.
- 7. Describe British India as to extent, climate, productions, and population.
  - 8. Contrast Louisiana and Minnesota as a home for man.
- 9. With St. Louis as a center, conceive the largest circle possible wholly within the United States. Name the states wholly or partially included in such circle.
- 10. Locate East India Islands, Sandwich Islands, Cuba, New Zealand and Phillipine Islands.

ARITHMETIC.—I. How many bushels of wheat will it be necessary to grind to obtain 45 barrels of flour, if the wheat furnishes in flour  $\frac{3}{4}$  of its own weight?

- 2. What is the number of square inches in the whole surface of a cube whose solidity is 8,365,427 cubic inches?
- 3. Explain, as to each kind of simple fraction, the effect of adding the same number to both terms.
- 4. A man sold 100 lbs. of sugar for \$7, and lost 143%; at what rate per ib should he have sold it to gain 143%?
  - 5. Explain the method of finding the cube root of fractions.
- 6. \$79.04 were paid for the use of \$456 for 3 years 5 months 18 days; what rate per cent. was paid!
- 7. If 20 men in 16½ days of 8 hours each dig a ditch 88 rods long, 8 feet deep, and 3 feet wide, how many men will be required to dig a ditch 360 rods long, 12 feet deep, and 8 feet wide in 18 days, working 12 hours per day?
- 8. Explain the principle of the reduction of common fractions to decimal fractions.

9. A rectangular lot of land 64 rods long and 36 rods wide, and a square lot of equal area are to be fenced; which will require the more fencing, and how much more will it require?

10. How much must be invested in currency in U. S. 6% stock, worth 110, the interest being payable in gold, which is at a premium of 12%, to produce an income of \$1,500 in currency? (Any seven.)

READING.—"The splendor falls on castle walls,
And snowy summits old in story;
The long light shakes across the lakes,
And the wild cataract leaps in glory.
Blow, bugle, blow, set the wild echos flying;
Blow, bugle; answer echoes, dying, dying, dying.

O love, they die in yon rich sky,

O hark, O hear! how thin and clear,
And thinner, clearer, further going;
O sweet and far, from cliff and scar,
The horns of Elfland faintly blowing.
Blow, let us hear the purple glens replying;
Blow, bugle; answer echoes, dying, dying, dying.

They faint on hill or field or river;
Our echoes roll from soul to soul,
And grow forever and forever.

Blow, bugle, blow, set the wild echoes flying,
And answer, echoes, answer, dying, dying, dying."

Write five questions on the above, suitable to be given to pupils to bring out the thought.

The candidate will read a selection and will be marked thereon on a scale of 50

## ANSWERS TO PRECEDING QUESTIONS.

READING .-- 1. What is the poet describing in these stanzas?

2. What is the meaning of

"The long light shakes along the lakes"?

3. What is meant by "the horns of Elfland"?
Why are the glens called purple?

l ::: he author refer when he says-

"O love, they die in yon rich sky"?

HISTORY.—I. The Indians are often called the wards of the nation. The government is their guardian. Many of them have ceded their lands to the government, and have settled upon designated tracts called a nd receive a stipulated support. The government ap-

points numerous agents who have the management of the reservations, and who look after the education and civilization of the Indians.

- 2. They were Icelanders and Norwegians, who visited and explored portions of the American coast from 986 A. D. to 1347. But they made no permanent settlement and their discoveries were forgotten. They had little or nothing to do with American history.
- 3. Owing to religious persecution a company of Puritans, in 1608, left England and went to Holland. Not liking their surroundings there, they determined to remove to the wilds of America, where they might not only enjoy religious freedom, but be able to train up their children according to English customs.
- 4. In 1846, David Wilmot, of Pennsylvania, brought before Congress a bill to prohibit slavery in all the territory which might be secured by treaty with Mexico. This bill was called the Wilmot Proviso. It was defeated.
- 5. During the decade prior to the Rebellion the people of the North were greatly wrought up over the monstrous evil of slavery, and the arrogance of southern slave-owners. In the midst of this excitement Mrs. Stowe issued her wonderful book, called "Uncle Tom's Cabin," in which she faithfully described the wickedness and cruelty of human slavery. The people of the South were greatly exasperated at the exposition of their cruelty, and were enraged at the wonderful sale of the book, and its influence in molding public opinion everywhere against them. It greatly increased the bitterness between the two sections, and no doubt hastened the inevitable conflict.
- 6. The people of Mecklenburg county, North Carolina, met at Charlotte, May 20, 1775, and adopted a set of resolutions similar in tenor to the Declaration of Independence. Hence the people of that state claim the honor of first casting off the British yoke.
- 7. At any time after a foreigner has become a resident in this country, he may make his declaration of intention on oath, before a court of competent jurisdiction, to become a citizen of the United States. After five years residence in this country, and two years after filing his intention, and after the oath of other witnesses (citizens of the U. S.) to the above facts, and to his good character, he may take the oath of allegiance, which admits him to full citizenship.
- 8. By treaty between the United States and Great Britain. The fishermen of either nation are prohibited from taking fish within three miles from the land belonging to the other. The Canadian authorities claim that this three mile line runs from headland to headland, and does not follow the windings of the coast. The Americans claim that the line follows the coast, and this disagreement has caused great dissatisfaction and many arrests of American fishermen. The rights of our fishermen to enter the Canadian ports to purchase bait and supplies is also a part of the dispute. A new treaty was agreed upon by

commissioners of the two governments and approved by the President but rejected by the Senate.

- 9. When any man or set of men buy up a sufficient amount of wheat or corn or other article to enable them to control its price and force an advance, they are said to have "cornered the market."
- 10. In 1813 Captain Lawrence, of the Chesapeake, was challenged by Captain Broke, of the British frigate Shannon, to come out of Boston harbor and fight him. Lawrence unwisely accepted, and after a bloody battle his ship was captured, himself being mortally wounded. As his men bore him below he feebly said, "Don't give up the ship," which has passed into proverb.

ARITHMETIC.—1.  $(45 \times 196) + (\frac{3}{4} \text{ of } 60) = 196 \text{ bushels.}$ 

2.  $\frac{1}{8}$ 8365427 = 203 = edge of the cube.

 $(203)^2 = 41209 = sq.$  inches in one face.

 $41209 \times 6 = 247254 =$ sq. in. in whole surface of the cube.

- 3. The value of a fraction depends upon the relative value of its terms. The numerator of a proper fraction is less than the denominator: if we add the same number to each, the numerator is increased more in proportion to its size than is the denominator: hence the value of the fraction is increased. The reverse is true in improper fractions.
  - 4. 147%=\(\frac{1}{2}\). Then \(\frac{1}{2}\) of the cost = \(\frac{1}{2}\).
    \(\frac{1}{2}\) \(\displies\) = \(\frac{1}{2}\).
    \(\frac{1}{2}\) \(\displies\) = \(\frac{1}{2}\), selling price.

 $59\frac{1}{3} + 100 = 9\frac{1}{3}$  = the price per 1b.

- 5. The root of the quotient of two numbers is equal to the quotient of their roots. Hence to extract any root of a fraction, we extract the root of the numerator and denominator separately, and the resulting fraction will be its root. Generally fractions must be in their lowest terms. Mixed numbers must be reduced to improper fractions.
- 6. The interest of \$456 for 3 yrs. 5 mos. 18 days at 1% is \$15.808.  $$79.04 \rightarrow $15.808 = 5\%$ . Ans.
  - 7. By compound proportion we have-

```
18 da.: 16½ da.
12 hr.: 8 hr.
88 rds.: 360 rds.
8 ft.: 12 ft.
3 ft.: 8 ft.
```

By cancellation the result is 200 men.

- 8. By adding ciphers to the numerator we multiply it by 10 as many times as there are ciphers added, and reduce it to the decimal denomination indicated by the ciphers. It is then reduced by division to a pure or mixed decimal.
- 9. The side of the square field will be  $\sqrt{64} \times 36 = 48$  rds.  $48 \times 4 = 192 = \text{rds}$ . of fence around the square field. 2(64 + 36) = 200

= rds. of fence in rectangular field. Hence the rectangular field requires 8 rds. more fence than the square.

10. 112% of 6% = 6.72%. \$1500 + .0672 = \$22321.42% =the face. 110% of the face = \$24553.57% =amount invested.

GRAMMAR.—3. *Moment* is a common noun, neuter gender and objective case taken adverbially, denoting time. *Hushed* is a participle, past,—a part of the verb was hushed. *Commotion* is a noun in the nominative case, subject of was hushed.

- 4. All is an adjective, used as an adverb, and modifies hushed. Methought is a defective impersonal verb, past, indicative, and has no subject. Star is a common noun, nominative case, in apposition with hope.
- 5. Hope is here a proper name, nominative case, subject of hoped understood. Lovely is a predicate adjective and refers to light-house, and modifies it.
- 6. This is a simple declarative sentence. I is the subject, looked is the predicate, and is modified by from slope and moment; slope is modified by hills and gentle, hills by the; moment is modified by one.
- 7. A complex declarative sentence. Principal proposition, methought,—its subject not expressed. The first subordinate clause is, The light-house looked lovely; the second subordinate clause is, Hope, that star on life's tremulous ocean (looked); these are connected by as.
  - 8. The fate of those, is never much in doubt,

Who trust to friendship, when their gold gives out. —Cronch. Trust is a regular intransitive (here) verb, present, active, indicative, third person, plural, agrees with its subject who. Gives is an irregular intransitive (here) verb, active, indicative, present, 3d, singular, agrees with its subject gold.

GEOGRAPHY.—I. As one goes north or south from the equator the climate grows colder, owing to the inclination of the sun's rays. As one ascends from the surface of the earth the air grows colder, owing to the fact that the air receives its heat from the surface of the earth, and the farther away from the surface one goes, the colder it is. Hence on the plateaus of the torrid zone they have temperate climate.

2. Manchester, a city of about 400,000 inhabitants, in the northwest of England. It is the great center of the cotton manufacture of England.

Cologne is a city of Germany, on the left bank of the Rhine. It is noted for its cathedral—perhaps the most celebrated in Europe.

Brussels is the capital of Belgium. It is noted for its manufacture of damask, linen, ribbons, carpets, etc.

Vienna is the capital of Austria, on the left bank of the Danube. It is noted for its fine buildings and libraries, its university and its manufactures.

Geneva is the capital of Switzerland, on Lake Geneva. It is noted for its beautiful lake and surrounding scenery.

- 3. The Suez Canal crosses the Isthmus of Suez and connects the Mediterranean Sea with the Gulf of Suez. Its northern port is Port Said and its southern is Suez. It shortens the water route to India, and the East by many thousand miles, and makes commercial intercourse, safer, and quicker. Its commercial value to the world is very great.
- 4. The Valley of the Nile runs north and south; that of the Hoang Ho runs slightly north of east. The climate in the Nile valley is equable, though warm and dry, no rain falling. In the valley of the Hoang Ho the climate is hot, and there is abundant rain. Both valleys are extremely fertile, and produce wheat, rye, rice, cotton, and tropical fruits. Both valleys are densely populated, but the Hoang Ho valley contains the greater population.
- 6. Before the war the principal occupations of the people were raising cotton, sugar, rice, and tobacco. These are still produced, and mining, lumbering, and manufacturing are attracting the attention of the people to a much greater extent. This change has been brought about by the abolition of slavery and the introduction of northern capital and enterprise.
- 8. Louisiana has a semi-tropical climate; Minnesota a cold temperate climate. Both states are rich in natural products. Louisiana abounds in bayous, swamps, and lakes, while Minnesota contains ten thousand lakes and many rivers. Louisiana produces corn, wheat, rice, sugar, and some tropical fruits. Minnesota produces wheat, oats, lumber, iron, copper, and salt. While Louisiana has great natural advantages, Minnesota may be considered as superior in soil, climate, and location.

SCIENCE OF EDUCATION.—I. The education of the Hindoos had reference mainly to caste, religion, and self-abnegation. Their education was confined entirely to the boys and men. The priests were the teachers, and only the priests were educated in the higher branches. They made considerable advancement in rhetoric, logic, astronomy, and mathematics.

- 2. Physical, intellectual, and moral education.
- 3. As man alone possesses intellectual faculties, he alone can have intellectual and moral education. To a certain extent animals are capable of being educated.
- 5. By lowering the top sash of windows, opening transom, and throwing doors and windows open at recess. Windows may be kept open if some kind of a screen be used to protect pupils from the draft.
- 6. Mental activity depends to a large extent upon physical condition; hence abundance of pure air is necessary for purifying the blood,

and a proper and even temperature is required to insure its proper circulation and distribution. The brain can not act properly unless supplied with the proper amount of pure blood.

## DEPARTMENT OF QUERIES AND ANSWERS.

This Department is conducted by J. C. Greeg, Superintendent of the Brazil Schools.

Direct matter for this department to him.]

## QUERIES AND ANSWERS.

#### QUERIES.

156. Who was "the man of iron?"

CHARL PHENIS.

- 157. Solve problem 48, page 183, Ray's New Higher Arithmetic, by proportion.

  JAMES F. HOOD. 4
  - 158. Who is the author of the following lines?

"Three poets in three distant ages born, Greece, Italy, and England did adorn."

What poets are meant?

A TEACHER.

159. What is the largest book in the world?

Id.

- 160. Why was the "First Indiana Regiment" (during the Civil War) numbered the sixth?

  E. L. WISSLER.
- 161. Name the two layers into which the mucous membrane is divided.
  X.

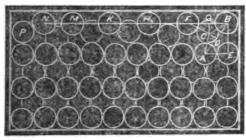
Answers to above must be received by March 14.

#### ANSWERS.

The following is Prof. A. M. Scripture's solution of No. 45, which was as follows:

45. "How many inch-balls can be put in a box ten inches square and five inches deep?"

Solution: Lay in ten rows of ten each, then nine of nine each, ten of ten each, nine of nine each, and ten of ten each, making 462 balls; then five rows of nine each, and seven rows of ten each making 115 more, or 577 in all. (See figure.)



Demonstration: The centers of four balls in the lower tier, joined, form a square, the diagonal of which is  $\sqrt{2}$ . The perpendicular height of the second tier above the centers of the first is .707106; BE=5—(.70716×4+1)=1.171576. AB= $\sqrt{AE^3+BE^3}$ = 1.540321. Ball C touches B and a ball beyond B in the same row, and their centers form an equilateral triangle whose altitude BC =  $\frac{1}{2}\sqrt{3}$  = AC = 866025. Then CD= $\sqrt{.866025^3-.77016^3}$ =.396047. By trigonometry the angle ABE = 40° 28′ 57″; CBD = 27° 12′ 50.4″; QBC = 22° 18′ 12.6″ ... QB =  $\frac{1}{2}\sqrt{3}$  cos. 22° 18′ 12.6″+R=.801235. Whence FB = 1.60247, because CB = CF. Then by a similar process HF = 1.5455; KH = 1.6192; MK = 1.46286; NM = 1.61927, and BN = 7.84997, and the extreme left side of Ball N is 8.54997 inches from the right side of box, leaving 1.15003 inches, which is more than enough for the row P, containing ten balls.

This ball problem seems to have outgrown an arithmetical demonstration. The first edition of Ray's New Higher gave 568 as the answer; the next edition gave 575; the next 576; and now the last gives the above 577, and no one knows whether that is the limit or not. It should have been left out of the book, but, since it is retained there, many teachers and students have asked for a demonstration, and the above is the best one I have seen.

Hereafter answers to problems will not be published until the second month, instead of as before. Answers to problems 150 to 155 will appear in February.

## READING CIRCLE DEPARTMENT.

The Teachers' branch of this department will be conducted by D. M. Geeting, Deputy
State Supt., Indianapolis; and the Young People's branch will be edited by Joseph
Carhart, Prof. of English Literature, De Pauw University, Greencastle, Ind.

#### READING CIRCLE NOTES.

#### MEMBERSHIP.

Since last report the following counties have been heard from:

Tippecano	e,	-	-	46	Kosciusko,		-		115
Ohio, -	-	-	-	26	Dubois,	-	-	-	76
Huntingto	n, ·		-	124	Vermillion,		-	-	79
Washingto	'n,	-	-	22	Johnson,	-	-	-	(13
Crawford,	٠.	-	-	60	Boone,	-			121
Martin,	-	<b>-</b> .		70	Tipton,	-	-	-	92
Wells,	-	-	-	32	Decatur,	•	-	-	(32
Lal'orte.	-	-	-	126	Hancock,	-	-	-	122
Wayne,	-	-	-	150	Pike, -	-	-	-	95
Steuben,	-	-	-	45	Jasper,	•		-	71
Clark,	-			106	Rush,	-		•	75

From a letter of County-Supt. Marlow we quote the following:

"Out of 143 teachers we have 141 members—hope to make it unanimous with teachers, and get enough young persons preparing to teach to raise the total membership to 110 per cent. of all the teachers in the county." The same superintendent speaks encouragingly of the work of the Young People's Reading Circle.

Tipton county reports every teacher in the district schools taking the course.

Supt. Meredith, of Rush county says the course for this year is satisfactory to the teachers, and they enjoy the reading.

Wayne county includes among its membership several who are not teachers, but doing the work thoroughly.

From Hancock county the report shows more members than teachers—107 teachers and 122 members. What county beats it?

Supt. Glascock says, that no single agency has done so much for the teachers of his county in the way of general culture and efficient work as the Reading Circle, and no one recognizes this more fully than the teachers, who find in it an inspiration.

## MISCELLANY.

THE NATIONAL EDUCATIONAL ASSOCIATION will hold its next meeting in Nashville, Tenn., beginning July 16.

EDINBURG.—Superintendent W. B. Owen has issued his annual report and catalogue. Edinburg employs ten teachers, and enrolls 538 pupils.

WHITLEY COUNTY is the only county in the state this year that holds institute in holiday week. W. N. Hailman and R. G. Boone are to be the instructors.

JASPER COUNTY.—Supt. J. F. Warren has issued his "manual" which includes a synopsis of our school system, rules and regulations, course of study, list of graduates, etc. It shows thoughtful work.

ADAMS COUNTY—Sends out a "fat" manual for 1888-9. It is certainly a complete guide for teacher and patron in regard to all school matters, and its suggestions are to the point. J. F. Snow is Supt.

MONROE COUNTY,—In connection with its annual association which met November 30, introduced a new and important feature, viz.: the exhibition of school work. The work was classified and graded, and premiums were offered. It can easily be seen that this may be made a chief feature. Supt. J. W. Cravens is hard at work.

BORDEN INSTITUTE,—Located at New Providence, is reported in a flourishing condition. W. W. Borden, the proprietor, is constantly extending the facilities of the school. W. E. Lugenbeel, formerly of Mitchell, is principal.

MORGAN COUNTY—Supt. Henry has prepared a "New Teachers' Guide," which gives, perhaps, the most detailed outline course of study given in the state. It is very full, very logically arranged, and full of valuable instructions.

UNION CHRISTIAN COLLEGE, located at Merom, Ind., is doing its usual good work, while the attendance is encouraging. Its new catalogue will be cheerfully sent to any one desiring information in regard to the college, by Rev. L. J. Aldrich, Pres.

HUNTINGTON COUNTY.—Supt. Kline has modified his course of study in order to make it progressive and logical, and make it harmonize with the latest and best educational thought. In this work he had the assistance of Prof. Sanderson, of the State Normal School.

WAYNE COUNTY.—Supt. Wissler sends out his manual for 1888-9 which indicates that "Old Wayne" is still in the front ranks. In addition to the valuable printed matter, it contains a good colored township map of the county, which shows the location of each school-house.

DEARBORN COUNTY—Sends out a good manual. Superintendent Huston very justly takes the ground that in order to do the best work there must be a plan to follow, and a unity of effort. To this end he sends out a full manual laying out the work, giving information, and making suggestions.

THE NATIONAL SUPERINTENDENTS' MEETING will meet, this year, in Washington, D. C., March 6 and 7. The time has been changed from February in order that superintendents might take in the Presidential inauguration. S. S. Parr and Howard Sandison represen Indiana on the programme.

LAKE COUNTY.—The annual institute, begun December 17, was largely and regularly attended, and the interest was excellent. But few superintendents have the ability of Supt. F. E. Cooper to plan and manage well a county institute. D. S. Jordan, H. B. Brown and W. A. Bell, each, spent a day, and rendered very acceptable service. Jordan, Bell, and Mallory gave evening lectures.

HENDRICKS COUNTY.—The fourth annual session of the Hendricks County Teachers' Association was held in Danville, November 30, and December 1. A. Jones, Superintendent of the Danville Schools, was President. The attendance was large, and deep interest was taken in the work done. Prof. R. G. Boone was present, and delivered a

splendid lecture on "The Individualism of Culture." The officers elected for the ensuing year are: Pres., Edward Barrett; Vice-Pres., S. O. Leak; Secretaries, Mary King, Elma Carter and Phairis Worrel; Treas., ex-County Supt. A. E. Rogers.

THE VINCENNES UNIVERSITY is the parent school of all the schools of Indiana, Illinois and Wisconsin. When it was founded in 1806 the Indiana territory included all the Northwest territory, except Ohio and Michigan. The history of its early struggles would make an interesting volume. The withdrawal of its resources for so many years and the final recovery of part of these destroyed its power for good in a period when schools were few. In its later reconstruction, with property worth twenty-five thousand dollars, and an endowment of fifty thousand dollars, it has given promise of a large career of usefulness. It is now one of the most flourishing academic schools of Indiana, thorough and well equipped for work, and is a source of pride to its alumni and students. E. A. Bryan is the principal.

SCHOOL BOOK THIEVES.—During the month of November a large number of school-houses were broken open in Northern Indiana and Ohio, and robbed of dictionaries and other property. But little attention was paid to it, as it was generally supposed to be the work of tramps. In LaPorte County, Indiana, however, County Superintendent Galbreth sent out cards offering a reward for information that would lead to the detection of the guilty parties. He soon learned that much property of the kind stolen was sold and being offered for sale in Chicago. A trap was laid, and the thieves were soon caught. In their room were reference books of all kinds, school books, bibles, clocks, globes, aprons, gossamers, etc. The men, two in number, were taken to LaPorte, where they await trial. They are intelligent appearing young fellows, brothers, about twenty-five years of age, and give their names as Timothy and George Miles. As the books taken from LaPorte County were positively identified, and the men arrested were seen near the school-houses robbed, on the day before the robbery, they are certain to receive a long sentence to State Prison. The property, except that already reclaimed, is in the hands of the Chicago police.

## PERSONAL.

- A. Jones is Superintendent of the Danville Schools.
- G. A. Hawkins, formerly of Johnson County, is now principal at Lowell.
- C. A. Dugan is making a good start ut Decatur. His first report is in good shape.

Miss Mary E. Ahern, a teacher in the Peru High School, is a candidate for the office of State Librarian. She is a good teacher, a worthy lady, and would make a good librarian.

- W. C. Belman is now serving his sixth year as Superintendent at Hammond. He has a corps of nine teachers, every one of whom is taking the full reading circle course. This is an excellent record.
- A. J. Smith, formerly of Elkhart Gounty, is serving his third year as Principal of the Hobart Schools. He has collected a reference library of 780 volumes for his schools, which speaks well for him.
- Mrs. Eudora Hailman, of La Porte, is prepared to recommend a number of ladies well prepared to take charge of kindergartens or primary schools conducted in accordance with kindergarten methods.
- M. J. Mallory, for several years past of Danville, is now superintendent at Crown Point, and "they say" he is making an excellent start. He is much pleased with his corps of teachers and their cordial support.

Mrs. Lucia Julian Martin, Principal of the Training School of Expression, Indianapolis, can be secured to present an evening of humorous and dramatic readings, with character impersonations, for the benefit of literary and other educational associations.

Wm. M. Coan, formerly superintendent of Madison County, is now superintendent of the Western Normal at Shenandoah, Iowa. Under his management the school is achieving a great success. The enrollment last year was 1,910.

#### BOOK TABLE.

GRANT COUNTY TEACHER is the name of a little four-column, fourpage paper, published by Supt. E. O. Ellis, as a means of communication with and among the Grant County teachers. It serves its purpose well.

THE ADDRESSES AND PROCEEDINGS OF THE NATIONAL EDUCA-TIONAL ASSOCIATION for the meeting held in 1888 is now out and makes a volume of 794 large pages. It is a valuable book for any teacher's library.

THE DECEMBER number (No. 39) of the Riverside Literature Series (published monthly, at 15 cents a number, by Houghton, Mifflin & Co., Boston,) contains four carefully annotated papers by James Russell Lowell, "Books and Libraries," "Emerson, the Lecturer," "Keats," and "Don Quixote."

LITTEL'S LIVING AGE is made up of selections from the leading magazines of Europe, and thus gives the cream of foreign current lit-

erature. It gives in a year more than three and a quarter thousand double-column pages and is a library of itself. Price \$8 a year. See advertisement in December JOURNAL. Address Littell & Co., Boston.

THE WIDE AWAKE, published by D. Lothrop & Co., of Boston, is not outranked by any other monthly for boys and girls in this country.

THE CLASSICAL REVIEW, started a few years ago in London, has extended its work to this country and made Ginn & Co., of Boston, its American publishers. Price \$3.

THE MUSICIAN'S CALENDAR FOR 1889. Compiled by Frank E. Morse, of the New England Conservatory of Music, is an artistic piece of work. Send 50 cents to the publishers, Silver, Burdette & Co., Boston.

"THE UNIVERSITY PRESS" is the name of a 12-page double-column paper just started in the interests of Vincennes University. The first issue contains much of interest, not only to the friends of the school, but to the general reader.

"OUR LITTLE ONES" as a magazine for youngest readers is without a rival in this country. Its poems, stories, sketches and pictures are of the very best, and will delight the heart of any child. Monthly, price \$1.50. Russell Publishing Co: Boston, Mass.

THE CENTURY MAGAZINE, published by The Century Co., at Union Square, New York, has the largest circulation of any similar publication in this country. It is first-class in its matter and in its make-up. No other magazine commands an abler corps of writers.

Sound, Light, and Heat: By Mark L. Wright. London and New York. Longman's Green & Co.

This little volume is an elementary text-book on sound, light, and heat, treated experimentally. Simple apparatus is employed and the student is directed how to examine facts for himself.

THE SCIENTIFIC AMERICAN has long held the first rank among the leading publications regarding practical information about art, science, mechanics, chemistry, inventions, and manufactures. No one who wishes to keep acquainted with the rapid advancement along these lines can dispense with it. Munn & Co., 361 Broadway, New York. Price, \$3.00.

THE ELEMENTS OF PSYCHOLOGY: By David J. Hill. New York and Chicago; Sheldon & Co.

The author of this book is the author of two works on rhetoric, and one on logic, and he has not yet made a poor book. The one before us, on psychology, certainly ranks high with books on this subject. It is clear, concise, and sufficiently simplified. Every new book on this important subject will be gladly received and carefully tested by the growing teacher.

KNICKERBOCKER NUGGETS: The Thoughts of the Emperor Aurolius Antonius. Translated by Geo. Long. New York; Putnam & Sons.

In convenient, but attractive form, we have here the life and pithy sayings of one of Rome's greatest emperors. It is uniform with the series known as Knickerbocker Nuggets, eighteen of which are now before the public. The publishers have done their best to give these little books an attractive outside, at the same time that the editors have been most careful to have the contents of the very best character. They are unique in both style and contents.

THREE [GREEK CHILDREN: By Rev. Alfred Church, M. A. New York: G. P. Putnam's Sons.

This is a charming story of three Greek children who had their home near Marathon, in Greece. Their relations with their parents, their education, their sports, are all described in simple, attractive style, and language, giving a wonderful impression of reality. The reader forgets that he is reading about life as it was lived hundreds of years ago in the far away country of Greece, so like are the children described to those he knows and plays with. It will certainly make a valuable book for the Young People's Reading Circle.

HARPER & BROTHERS in their periodical publications touch all classes of society.

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MINUTES OF THE INDIANA STATE TEACHERS'
ASSOCIATION.

PLYMOUTH CHURCH, INDIANAPOLIS, Dec. 26, 1888.

HE Indiana State Teachers' Association met in its thirtyfifth annual session this evening, and was called to order by the retiring President, Mrs. Emma Mont. McRae.

Prof. Newland, of Indianapolis, gave a selection upon the organ, which was well received by the members.

Mrs. McRae then said: It is a matter of sincere congratulation that our Association has been called to order in its thirty-fifth annual session. These years cover largely the progress which our state has made, in which we justly feel so much pride. We feel that as we gather here from year to year that if we get out of these meetings what they should be to us, we get a greater determination to accomplish more in the next year in the history of the Indiana schools than ever before. We gather here to get strength from social communication. If we go away with the kind of inspiration which shall make this session one of the milestones in the history of Indiana, it shall have served its purpose.

It is now my pleasant duty to present to you President elect Jones, of Indianapolis.

Mr. L. H. Jones, Supt Indianapolis schools, then delivered the inaugural address, a synopsis of which is here given.

### INAUGURAL ADDRESS.

The right to criticise seems to be regarded as the birth right of the American citizen. Nominal equality under the law has

developed a freedom of opinion and expression that could not thrive under other conditions. Whether this tendency is right or wrong, it is with us, and perhaps to stay. And so it happens that criticism, friendly or adverse, helpful or without suggestion, correct or erroneous, is seen on every page and is heard from every platform. But the average critic, like death, loves a shining mark; and so the public school, in the midst of its resplendent development, with the light of its transfiguration still shining about it, has caught his attention.

At the request of the editor of the Forum, a series of ten papers was prepared by some of the foremost men of the time, in the school, in church, in state, and in civil affairs. One of the writers is substantially a public school man, though not now teaching; one a judge; two Protestant ministers; one a Catholic bishop, one a physician; one the editor of a Hebrew paper, and three college professors. The theme assigned them, "What shall the Public Schools Teach?" pre supposed a defect in the curriculum It was the appearance of these papers that started me upon the line of studies whose results I give you this evening. Of these ten writers, one treats his theme from the stand point of the worth and possibilities of the individual; and attempts to show that public education has, among other things, the function of enabling such individual to realize the promise of his youth in an enlarged and enriched life experience. The remaining nine base what they have to say on the assumption that the state educates solely in self defense. The suggestions of the one are reformatory rather than revolutionary, and thoroughly in harmony with the curriculum and practices of the best schools. The other nine papers all deserve notice because of the low view which they take of the purpose of education, and consequently the vicious methods and tendencies that are directly and indirectly fostered by such utterances. But the assumption that public education should be carried on solely in the interests of the state, apart from the people, seems to me so dangerous a doctrine that it should not be allowed to go undisputed in this country. The first impulse to public education, and the first provision for its public maintenance in this country, sprang from moral and religious motives, and not from a political one. leaving out of sight the historical argument, let us attempt to make a philosophical application of the two kinds of motives to

the adoption of a course of study and to methods of teaching.

The people create the state, assign to it its functions, change its form, dissolve it, and re-create it at will. The state does not educate in self defense, but because the people created the state and the school, and finding the machinery of the state available, assigned to it the function of collecting and disbursing the money, and of directing within certain limits the processes of education. But the people, organized into a public sentiment, are shaping in its details as well as in its main purposes, the education which the state is asked to give.

The distinction between "education by the state in self defense" and "education by the state at the call of the people for the people" is fundamental, and, of course, then, gives a trend to the purposes and practices of the school even to minutest details. Education by the state in self-defense teaches reading that the voter may read his ballot. It teaches arithmetic solely that the simple calculations of buying and selling may be made with accuracy and dispatch. And so of the other subjects Utilitarianism, and that of a very low grade, is all that results from education by the state in self-defense. It is with states as with individuals; he that saveth his life shall lose it, but he that loseth his life for the sake of humanity shall save it.

But change your stand-point a little and see what new color will come into the view. Let it be education of the people, by the people, and for the people, and wherever its beneficent influence is felt the people will not only not be paupers, but they will be worth living with. They will not only be able to make a living, but life to them will be worth the living. But few people have been able consciously to reduce life to its ultimate principle,—companionship,—sweet communion. Union in thought, union in sentiment, union in action. Co-operation of one with all, that all may give back to the one the summed-up experience of the race, to the end that finally man may be at peace with himself, in sympathy with his fellows, in harmony with the great world order,—the product of the Divine Reason.

So I would make but one test of what to admit to the curriculum of the public school, and apply the same test to the methods by which it should be taught there; namely, does it tend to make possible rational companionship,—companionship of each one with the worthy of his own time and place, and then of other times and places, and finally to transcend time and place and set one's self where all forces meet and the influences of civilization focalize themselves.

How will the subjects of the common school course stand this test of the life principle? The first need of companionship is a mode of expression. Observe two little children getting acquainted. At first clinging to the mother's dress, swinging to and fro, their eyes sending out their glance of sympathy, to eyes that speak again from silken glances. Then comes reaction, and each, ostrich like, hides its head in the folds of its mother's dress. But it can not long resist the attraction of the kindred spirit. Soon a step forward, to be retraced, then regained, till at length palms touch, and through some coup d'etat, the little companions stand swinging each other by the hand with an air of triumph which seems to say, "See! I have won a friend!" A friend! yes; companionship! That is what life is for, notwithstanding learned discussions to the contrary.

But language in this primitive form does not long fulfill all the demands of companionship; and spoken speech is developed. Friends are separated in space and the need develops writing or printing, and this creates a need for reading. The ideas of number and form are involved in the daily domestic life. All this is practical and gives the pupil the use of these aids to expression on their lower and commoner levels. Thus much the common school must do and do well. But wherefore? Because without these the commonest actions of buying, selling, making of dwellings and clothing, the cooking of food, could not be safely done, and people could not live. But why live? Mere existence is not specially pleasurable. It is because those with whom we deal and for whom we buy and sell are bound to us by sacred ties of sympathetic companionship. But what of geography? This study must be made practical from the start. Geography shows in a vivid way the action and reaction of man and nature. No other study leads so admirably as does geography to a contemplation of design in nature. I believe it possible with good teaching to leave the pupil at the close of his course in geography in the sixth or seventh year of the schools with a conception of the world as a product of the divine thought and will. And certainly the study of political geography should by the same time have given shape and stability to the idea of moral and social forces as the dominant ones in the affairs of men. Through it the individual becomes a denizen of all lands and a companion of all peoples. History is the embodiment of the human will in institutions. It is but the statement of the companionship of men in action. One learns to admire the heroic devotion of those who counted not their lives as dear unto themselves, but in a sublime companionship with the good and great of all times and all lines stood for the right. In this study of history one is naturally fired with the desire to do; and he can easily at such an age recognize the important part which the mechanic industries play in an advancing civilization. It is not strange to me that boys are attracted by the whirl of machinery and the rush of power, and so leave school for out door pursuits. The boy feels within him the rising tide of a power to do, which is as yet mostly related to his developing physical powers. spirit of destructiveness so much lamented, in the American boy is largely his power of constructiveness run riot. Here to my mind is then, the valid ground for manual training in the public school, founded like all the other subjects, on this need of the individual to co operate with all others in doing as well as in knowing and feeling. Whatever receives and holds an honorable place in the schools is likely in time to receive and hold an honorable place in the community. So manual labor will become respectable when the preparation for it is placed on precisely the same footing in the school as preparation for any other kind of occupation, viz.; the study of its elements as the need of the child's nature, and not as the immediate avenue to some

And so these are the subjects, as least so far as their elements are concerned, which belong in the curriculum of the common school, not by the dictum of those writers in the *Forum*, but because they are demanded by the nature, environment and destiny of man. How much of each of these—who shall say?

But the burning question of this time is not "what shall the public schools teach," but "who shall teach in the public schools." From this time forward the important question will refer to the character, professional ability, and culture of the teacher. Emerson was right when he said, "It matters comparatively little what my boy studies, but it matters much who teaches him"

The teacher of the future should be subjected to two classes of tests. The first should be directed to the determination of his fitness of original character, and the second to his professional preparation. In regard to the first I have only to say that the teacher should be distinctly human, that is, susceptible to the same motives as those influencing the world, but with these susceptibilities under control. But the professional tests are more easily applied. Here again the unifying principle is companionship. I set three qualifications that may be acquired by professional training.

And first I place scholarship. But I mean scholarship in a high sense. By reading in this sense I mean the power to enter into companionship with the religious fervor of Whittier, the affectionate sweetness of Longfellow, the exquisite humor of Irving, the woodland freshness of John Burroughs, or the universal thought of Emerson or Carlyle; and to bring this companionship to the children. The teacher's knowledge of history should give him a view of man in perspective, realizing his possibilities through long times and in wide spaces; should show him that states, schools, churches, art, and science, are but the implements which man has constructed and which he proposes to use for beneficent ends; that the present conception of law and order and the present customs of civil society are but steps toward that realization of practical freedom which education seeks to make possible to every person born into the world. Such scholarship would put the teacher in harmony with life in its best aspects in this Christian civilization, and make his every utterance electric. The tonic influence of such teachers would be felt in every nerve and fibre of civil society; and their worth to the community would be incalculable.

In the second place, the teacher must be a serious student of the science of education. Of this view I stop to speak of but two aspects: First, the conception that the end of education is to be realized in the child; and second, that there is a sequence of cause and effect in the processes of education. The first of these professional qualifications, then, is a true conception that the process of education seeks to realize itself in the pupil, and not in some external specimen of the pupil's handiwork. The teacher must understand that the purpose of the process of education is to produce at the end of the year a person of more worth

to himself, to the community, and to the race, than was the sameperson at the beginning of the year. Only on this ground, or something like it, can the school defend its existence. lastly, there is a sequence of cause and effect in the processes of education forming a basis of a science of teaching. Teaching has stood long enough knocking at the door of the professions. Our chief opposition is within our own ranks. The business of teaching is not regarded as a profession, chiefly because teachers have not made themselves professional. The older teachersleave the impression with younger teachers that success is quite as likely to follow reckless disregard of pedagogical laws as it is to follow their observance. I think the time has come to cease to trifle with the honor of our calling. Why not place ourselvessquarely on the idea that there is a reasonable way of teaching school—that this reason that is in the thing is its vital principle by whatever name it is called; in fact that there is a science of education which we are all studying together and trying to the best of our ability to realize in practice? This substantial agreement would place us on a broad foundation of principles, would show us engaged in an honorable calling which instead of being a hap hazard affair is regulated by reason and common sense. Such an agreement among ourselves would go a long way toward the securing of a professional spirit; and gradually command the respect of men in other professions, whose members guard with jealous care the professional honor of their brethren. scientific conception of our work, whether gained in a normal school, in teachers' associations, in reading circles, or in private study, is absolutely necessary to the making of the best teachers. When we recognize this fully, and, laying aside petty jealousies, and professional fears, set ourselves earnestly to the task of making our work scientific and our calling a profession, a veritable revival of learning will take place in this land of public free schools.

THURSDAY MORNING, Dec. 27.

The Association was called to order at 9:00, President Jones in the chair.

Prayer was offered by Rev. Mr. Haines, pastor of the First Presbyterian Church in this city.

J. W. Layne, Supt. of Evansville schools, then read a paper on "The Scope and Character of the Elementary Schools."

[This paper will be published in full in the Journal.]

The discussion of the paper was to be opened by Prof. H. B. Brown, of Valparaiso, but he was absent owing to illness in his family.

T. G. Alford, of Indianapolis, said: I hoped that some one else would lead in this discussion. Yet I have a thought, and while I express it, I hope that some one else will have another. The paper had some excellent points. I take it that the paper limits the scope of the public school to something like this: that moral and physical instruction shall be incidental, but that intellectual instruction shall be looked after with a very great elimination of the things now taught.

I will have to dissent a little from the ground taken. hand of a child placed on the throttle of a locomotive can start it on its course and the result may be destruction. Place in the possession of any one intellectual instruction, and it is at once a power for good or for evil. When you have given your child intellectual training, you have given him a power. The question is, will this power be exerted for good or for evil? answer will come when we have settled the question of moral instruction in the public schools. The question to ask is whether the family has given the moral instruction. If it has not, it must come within the scope of the elementary schools. The pupils coming to the public schools are in need of the power which shall determine whether their influence shall be for good or for evil. I would like to make intellectual training a means for moral development. If we look upon this question from its proper standpoint, we will have fewer crimes and better citizens. I feel that the schools are responsible for the way the children use their intellectual power. We must consider this training a necessity.

The discussion was continued by Prof. Carhart, who said:

There is something for the family, the church, the newspaper, and the school to do. But perhaps we are not called upon to teach moral precepts. I remember this thought expressed by the paper, that if you teach a child to do his duty well in school, you are forming him in habits of right living. Try to make a boy good, and he says he would like to see you do it! Teach him to do well his duty daily, making him obedient to the laws of regularity, punctuality, silence, and industry, saying nothing particularly about it to him, and have him obey these laws be cause they are heaven's first law in the school-room. In an in-

cidental way you have him formed in the way of right action.

The school has an advantage over the family in a special par-In the first place the family does not understand that it exists for the purpose of training the children. come to this conclusion, it is too late for that generation. next generation does not understand it until it is too late, and so on. The school at the outset can be made to understand that it exists to make men and women, and it sees the end and means necessary to accomplish the purpose. The family appeals to the child as an individual; in school he becomes a part of an organization in which each part exists for the whole, and the whole exists for the parts. In this it has an advantage over the family. The child enjoys being a member of that organization and being true to it, obeying the law that exists in the organization. gets so he enjoys keeping step to the music of universal truth expressed by silence, industry, punctuality, regularity. He likes to be told to turn, stand, march, and step in unison with his fellows, and then he is doing all this in unison with himself.

W. W. Grant said: I have always believed in practical metaphysics, and whenever a theoretical question shows itself to be practical there is an unquestionable advantage gained. whenever you have so much theory that you can not number it you are in an unfortunate condition. I hope the time will come when we shall attempt to teach the subject in our common schools called morality. I think it must come as the author of the paper stated, in every term, in every act, in every deed the children do in the school room They should be trained to do right because it is right, and not because it is down in the book. not want the child to learn morality as he would learn arithmetic, geography, or grammar, or any other subject as taught in the We do not know, and probably shall not common schools. agree as to what morality is. I do not believe in morality not based on religion. I am not willing that religion or morality shall be formulated by any set of authorities for my children. But I do believe that it is the duty of the teacher to teach that , which is honest and true and faithful in all the work that comes in the school. In that particular morality shall be taught.

As to the elimination of the subjects now taught in the eleementary schools. There seems to be a dissatisfaction increasing from year to year, and coming more and more to the front, that the elementary schools are over-loaded, that the pupils are asked to do too much. And now we hear the sentiment expressed that, "Give me the time and in two years I will teach all the arithmetic that is taught and teach it better than it is now taught in our elementary schools in five years." In these line we must look for more improvement. I think that we shall find that the teachers of the eighth grade in their heart of hearts have not confidence in the teachers of the seventh grade. They say the pupils can not think; they can not do the things I want them to do. And in their inner consciousness the teachers of the seventh grade think that the teachers of the sixth grade are not up to the mark at all. If they only had the pupils of that grade they would show what could be done with them for the seventh grade. You can trace this clear down to the first primary, and you can trace it clear up to the college,

Moses Stephens said that he had been looking over the record of the Association of 1855. At that time he found that he had offered a resolution something like this: Inasmuch as tobacco in all its forms is injurious to the human system; resolved, that we as teachers use all our endeavors to prevent its use. Soon after that I took advantage of that part of the constitution that does not prohibit emigration from the state, and I emigrated. Coming back after twenty five years I fear my teaching has not been very effective. I find principals and superintendents all over the state with their cigars in their mouths. But I don't think it is entirely hopeless when we find, particularly in the lower grades of the schools, that there is a class of teachers that do not follow the practice of the superintendents.

I believe that we ought to go back to the root of this matter. The author of the paper says we must leave the matter of alcohol and its effects on the human system to the benevolent institutions, the Sunday schools and the churches. He has imposed a great word on these poor people. Sunday schools meet once a week, the churches twice, perhaps, on Sunday. Bro. Grant says he does not want his children taught morality in the public schools. I don't suppose they need it; they are taught morals at home. But how is it with the majority of the children in our public schools? Do they have Mr. Grant to teach them? If they are not taught in the public schools they are not to be reached at all. We must arouse ourselves and teach them that

the power we give them is to be exercised when they become citizens for good and not for bad.

W. F. L. Sanders said: I think Dr. Jordan gave a reason for the opinion of teachers with reference to the work done below their grades. He said something about quality and not quantity being the requisite. Teachers look at the accomplishment of a certain number of pages more than in building up and training the mental powers of the pupils. "That is all right," they will say, "but I want them to work out this list of problems." I think a great many useless problems might be discarded. As soon as we leave the idea that we must accomplish a certain amount of work in a book, and get to the idea that we must build up the mental powers of pupils, I think all this reference to poor work in the lower grades will be done away with.

P. V. Voris, of Hagerstown, said: This matter of morality seems to be an important point in the paper and in the discussion. It seems to me that perhaps our teachers are at fault in the matter of promotion. We base promotion too much perhaps upon the tests that bring out facts rather than mental growth. We place before pupils questions that test the matter of memory rather than the matter of mind-grasping. We base promotion more upon facts in the mind than power of grasping the studies of the next grade. The result is that during the summer vacation the pupil loses part of the facts and comes unprepared for the next grade from the fact that he has not the power to grasp the subject. If our tests would measure mind power number 8 would be well pleased with number 7. If we can establish a test that will measure mind-power, we will have accomplished this intellectual work. Give them power to do, and they will retain the necessary information without trouble. Put upon pupils the tests that will measure their ability and not the facts they have in mind.

On motion by Mr. Grant, the President was instructed to communicate with other Associations now in session, and send them the usual annual greeting, not waiting until we receive greeting from others.

Mr. J. A. Zeller, Principal of Latayette High-school, read a paper on —

"THE HIGH SCHOOL AN ESSENTIAL PART OF THE SCHOOL SYSTEM."

He said: In formulating the question assigned to me the committee have used a strong word. We are bound to conclude that the qualifying word "essential" was not employed without intention, and that it is designed to furnish the turning-point of the discussion. The high school is essential to our educational system, or it is not. Which of these views shall we take?

Keeping in view now the additional fact, that we are not to discuss the relation of the high school to some ideal or possible system of education, but to ours as it now actually exists, let us find, if we can, a safe starting point for the investigation in the answer to this question: On what grounds and with what specific purpose does the state assume control of the education of the state? The first and most evident necessity of the state is that of perfecting and perpetuating its own existence, hence arises the right, eminent over all others, of providing the means most effectual for that purpose, and the result of the most mature reason of our age, guided by the experience of the century, shows that the general training of the youth of the state in intelligence and virtue, is the means most effectual to that end. Such, then, appears to be the ground of the right and duty of the state to exert its authority in educational affairs.

The state can and does compel every citizen to contribute through taxation to the general fund for state education, opens the schools to all alike, and for the same reason, has an equal right, and is bound by the same duty, to compel every citizen to avail himself of the means provided by the state, or provide suitable of his own. The right to tax for school purposes carries with it the right and duty, as well, to provide against the defeat of the purpose for which the taxes are levied. It is upon this ground, then, that the state bases its right and duty to organize and administer an educational system, and even to compel attendance at school by penal law, executed by police authority; and the purpose for which it may do this, is to secure the public safety and well being through an intelligent and virtuous citizenship.

Does the high-school furnish essential elements of efficiency to a system such as ours, organized for the realization of the end in view? The term high-school has been, here and there, somewhat loosely and extravagantly, as well as modestly, used. is that part of our system occupying the field of secondary education, intermediate between the common school or elementary education below, and superior education above, recognized by law, supported by the state, and commissioned to admit its gradnates to the State University. Again, the word "essential" is to be taken in its ordinary meaning, as, "indispensable to the attainment of an object." The object in the case before us is the end of state education. The question is, whether the highschool, as a part of our system, as it is, performing its legitimate function as a co ordinate part of the organic whole, contributes an indispensable element of efficiency toward the realization of the purpose of the state? Its function is a four years' training, supplementary to the former and preparatory to the latter, and ultimately to the higher responsibilities of citizenship. Without this function, thus co ordinated, the system ceases to be a rationally organized whole, and is lacking in unity of purpose. The high-school is a part of our system and essential to it, as it is, and you can not abolish it without marring the whole. I wish now to emphasize two particulars in which the special work of the high-school is essential to the realization of the general purpose of state education.

First, the work of the high-school strikes at the root of caste founded on the union of wealth and culture. If the end of state education is to be realized, our system must strike at the root of this tendency. To this end, among others, must its forces be organized and its functions adjusted. That a "government of the people, for the people, and by the people," should be without the public high school, and should look for its manifold directive power to chance and that quota of superior natural abilities furnished by a small rich minority, is a paradox reaching the climax of folly and the eclipse of reason. The public high-school, stands thus at the threshold of every young life, inviting the rich and the poor to enter, stimulating aspiration, rousing ambition, constantly infusing new life blood into the body politic, re distributing the elements of power in our social life, and thus rendering permanent crystallization into caste impossible.

Second, the public high school is especially designed and adapted to the work of conducting young minds through that critical stage of transition from the objective or period of infor-

mation, to the subjective or period of true knowledge. An eminent writer has said that a "hiatus" occurs in the history of every human being between the ages of twelve and sixteen years, and that this is exceedingly difficult to fill up.

In this connection let it be noted that this critical period of transition requires the constant co-operation of parental guardianship and school training. In the high-school, we begin the real work of organizing information into the structure of true science. Shall we then stop its processes just at the point where knowledge begins to grow into power, and where discipline in self-direction is most touchingly needed? If not, the high school must stand acknowledged as an essential part both of the educational and social structure of the state.

The discussion of the paper was opened by Mr. W. F. Hoffman, Supt. of Washington schools. He said: It can not be denied if we argue from the existence of things, that the high-school is a part of one stupendous whole. Our public school system is a ladder which has its lower end standing in the gutter and the other end in the university; the high-school controls four rounds of that ladder, whose function is indispensable in reaching the top. Our legislators have sanctioned the high-school; our supreme court has pronounced it constitutional.

Most of the opposition to the high-school has hitherto arisen from two widely different classes of people; the first from the ignorant and bigoted, the second from the cultivated who are selfishly interested in schemes of private and denominational education. Their arguments however have been destitute of logical reasoning, and their opposition at present creates but little stir. Yet there are many good thinkers who do not approve of the inflexible and unadapted course pursued by some of these schools. The utilitarian tendency of our people requires from our public schools as much as possible of the practical. If authorities pronounce the high-school an essential part of the school system, why does it not yield a tangible result? Good citizenship and patriotism are grand virtues, but they do not teach the boy or girl a short method in the struggle for existence. question then may well be asked, "Are the high-schools of our state as they now exist an essential part of our school system?" Certain it is that from a practical standpoint they are not always essential. If every graduate from our city schools would attend

some college, then a training that has for its aim mental discipline might be the essential thing; but not one graduate in ten ever enters college. When nine pupils out of ten have reached the last round of the public schools, their school-days have ended Then begins for them the reality of life. Such should be their education as to afford them the greatest possible assistance in their avocation. Were such a course of study pursued the reports of our schools would not show a greater number of young ladies than young gentlemen as graduates. The error in many cases hes in the fact that the course of study is inflexible and unadapted to the wants of the majority. We need to study the environments of the school, the prejudices of the community, and the characteristics of the people. Governed by these facts we can form our course of study accordingly. Mould it with sufficient elasticity that it may insensibly change with the impulses of growth, Thus the structure of all high school work may in the main be similar, differing only in response to local demands. Not so much is the question then whether the high school is essential in theory as in practice, but is it essential in practice? By a wise adaptability to the needs and exigencies of the times the structure can be made so. It must win, however, if it is essential to the existence and well being of citizenship.

Measure it by its results, and who can deny its efficiency? Where the structure is not to the taste of a majority of the community the fault lies not in the community, but in the superintendent or principal. If in such localities the system possesses no elasticity to accommodate itself to the demand, the time will come when the imprisoned forces will assert their supremacy with violence. Either there will be in that place no high school or a new superintendent, or the principal will with his enthusiasm carry popular opinion with him. It is well known that the system of our public schools is democratic, that in the primary and intermediate grade, all classes, high and low, rich and poor, are thrown together. But these grades end by promoting pupils as proficient in the school arts. That done, their duty ends. It devolves upon another department to perfect the student further in his training, and this the high-school does. He is not debarred from entering because of caste standing. To him no honor can be denied that the institution can advance. Their equity and equality reign supreme. How different from all this would be the case if wealth and intelligence alone educated the children. To me no greater proof can be given of the essentiality of the high school. It is a true leveler. At bottom is the living earnest motive that moulds the general structure, however glossed over it may be. But a high school is essential to the dignity of every city and to the well-being of its citizens. It elevates the standard of taste. It raises the average intelligence and the general tone of thought and manners. It sends into many homes that must thank the state for the right to educate, disciplined minds, enlarged views, refined taste, and helping hands. No agency can do more to elevate the masses to a higher level.

China's system of placing at the head of responsible positions the best scholars in the land is not wholly bad. Even in America that method prevails indirectly, for strictly speaking the scholar and the thinker are one. It is thus evident that the return to the state and to every individual from an investment in a high school is more than self sustaining. It is however the duty of the management to render this system of higher learning popular. And when once the communities in the state have so tempered with elasticity their system of high schools as to make them susceptible to the progress in educational affairs, the need to discuss the question before us will not again arise.

In the general discussion R. A. Ogg said: I believe that it is the business of the high-school to give the best preparation for manhood and womanhood. If we cater to the desire of the people we shall never lead them to see the real work which the high-school ought to do. We must lift up the standard instead of yielding to the pressure put upon us, in making our course of study.

W. W. Grant said: We hold as an inalienable truth that all men are created free and equal. I wish to have my say as a member of the community in reference to the course of study in the high-school in the community in which I live. I do not think there can be any better guardian as a rule-for the children than the parents of those children. It is useless for me to arrogate to myself what shall or what shall not be taught in the high-school. The people as a whole can fairly be trusted to do this. If not, you must give up the foundation of our government, that men were born free and equal and are able and competent on the whole to direct the work that shall be done in the line of ed-

ucation. A great many of the parents of the pupils who are at present in the Indianapolis high schools are sending them that they may have better advantages than they themselves had. Often that is put forward as the great reason why parents strain every nerve possible to have their children complete the course in the high-school. I agree that it is essential to have the course of study of any high school so arranged as to satisfy the needs and desires of the people among whom the school is to do its In the city of Indianapolis we have many parents who desire to have their children prepared for college. We also have many who say, "My boy wants to go to work." The school board in this city has inaugurated a system of study in mechanics, and I see only a good outcome in that. Six years ago the board could not be induced to establish this course of study. The facts were not clear in the minds of the members of the board. Instead of driving matters then they waited to be driven. A school board in any community must look to the community itself, and ask what it needs, what it demands, and what it ought to have, and yield to the demands of that community.

P. V. Voris said: The question regarding the flexibility of the course of study in the high-school has been one that has per plexed me. Prof. Grant represents a corps of teachers who are able to permit a large degree of flexibility. I represent a class who are able to carry on a common school. It is all we can do to carry one distinct course. Should we follow a particular line to the fourth year in the high school, or cut it down to two or three years' work and arrange it so that it shall be flexible or so that the demands of the people shall be recognized? I look at the high school as a means of broad culture, and not as a means for special education. I believe the difficulty is that the American people desire to enter active life before they are of age. The tendency of parents is to force their children into business life before they have attained the age when they are able to govern themselves. It seems to me the state has delegated the school a power, and that is to organize a course which shall give this broad culture. And if it be an organic whole, why will it not prepare pupils to enter life? Would it not be better to organ ize the school with the view to broad culture, giving the individual power, when he goes into business society, to acquire this special training better than we are able to give it?

Miss Furber said: I believe the question hinges largely in the understanding we put in the word "culture." The instruction in the high school runs in two channels: Information given, information assimilated and used—culture in its broad sense. I can not see how it is possible to ignore the community and public feeling, the times and necessities, in arranging a course of study in the high-school. Communities are as different in their needs

as are the pupils in our schools. The course of study in Boston is not the one for San Francisco. There is always to be taken into consideration the fact that the public school system is reared upon the solid foundation of the people, and that we as teachers are chosen with reference to capacity to interpret the will of the people. I question whether it would be possible to arrange a course which would meet the wants of cities of different populations, representing different pursuits and the sectional peculiarities of the people. I believe it is essential that the course of study should be flexible, and also essential that the teachers shall regard this necessity.

The President then introduced Mr. J. J. Glenn, President of the Kentucky State Teachers' Association, who briefly addressed the Association as follows:

Ladies and Gentlemen: In order to describe my feelings right well, I would refer you to the 13th chapter and the first four or five verses of Matthew. I feel that it is good to be here. Our State Teachers' Association meets on Wednesday, Thursday and Friday in the last week of next June, at the city of Winchester, in the Bluegrass region. I extend to the teachers of Indiana a most hearty welcome on that occasion. We are neighbors, with just a little stream of water separating us; we can almost talk with each other from shore to shore; our interests are the same. Our state has produced a Breckinridge, a Clay; yours a Hendricks, a Harrison. Both have produced great men. We raise tobacco in our state, you folks chew it over here! You raise corn here and we buy it over in Kentucky, manufacture it into whisky, and it comes back into your state, and some of you drink it. The idea prevailed a few years ago, that the average Kentuckian went well armed, with a bottle of whisky in one pocket and a pistol in the other. I will say to you that I am one of the unarmed Kentuckians that Henry Watterson spoke of a few years ago.

Kentucky is not up to your state as far as education is concerned. I know your schools are better than ours. But I am here for the purpose of learning something; I am not here to give instruction. I expect to carry home everything I can in the way of education. If I can pick up anything that is not nailed down to the floor, that will be of any benefit to me, I shall take and use it, whether it be patent righted or not! We have many teachers who are taking great interest in the education of our 700,000 boys and girls. We want to educate our boys, so that when they are voters they may not be "floaters" also.

I thank you kindly for your attention, and for the kindness shown me while in your city. I hope I shall have the pleasure of meeting you in June at Winchester, and in July at Nashville at the National Teachers' Association.

The Committee on Election was then appointed in the usual way, one member from each district in the state. The committee was as follows:

1st District, Robert Spear; 2d, W. F. Hoffman; 3d, R. W. Wood; 4th, F. D. Churchill; 5th, T. F. Gossett; 6th, Oscar Baker; 7th, W. W. Grant; 8th, J. C. Gregg; 9th, B. F. Johnson; 10th, J. F. Scull; 11th, C. A. Dugan; 12th, C. T. Lane; 13th, Mr. Lamon.

On motion by T. G. Alford, the standing Legislative Committee was directed to present to the Legislature a request that we may have the privilege of holding our next meeting in the State House.

AFTERNOON SESSION.—The following committees were appointed by the President:

On conference between persons wishing employment as teachers and school authorities wishing teachers—State Supt. La Follette, chairman; Mrs. L. W. Byers, Terre Haute; J. N. Study, Richmond.

Committee on Resolutions—E. E. Henry, ch'n, Peru; Thomas Newland, Spiceland; T. J. Sanders, Warsaw.

Mr. W. F. L. Sanders, Supt. of Cambridge City schools, then addressed the Association on the subject—

"THE RELATION OF THE INSTRUCTION IN EACH GRADE TO THAT

GRADE AND TO THE SYSTEM."

A few of the points made in this address are here given: The subject on first reading was rather a disappointment. It seemed that it would be necessary to divide it into eight grades and discuss each separately. This could not be done without great repetition, as the work of each grade is so intimately related to the others. The first two or three years of a child's life in school are most important. Unskillful instruction at the outset would be very disastrous. At first our instruction must be of the kind that can be comprehended by the sense perceptions. The teacher must plan not only to create interest, but to sustain it. I have been much surprised to find that in reading young pupils can learn much larger words than are contained in the readers of the first grade. Perhaps our lists selected for certain grades are not exactly the words that should be selected. I do not believe that we should use every word contained in the children's vocabularies, but those that seem to be the common property of all. Without being crammed or burdened, the child can learn a great many words that are not usually found in the lessons. These

words should be presented to the children both in their printed and written forms. Conversation with the children properly extends throughout this period. What relation does this building up of the reading lesson have to the child's future development? He comprehends the words synthetically and analytically. And where the capitals should occur will strike his attention whether he will or not. These characters hold the thought and the thought itself is afterwards more easily gathered. The benefits of these exercises depend upon what is brought out in them. Oral work well done renders later work shorter and easier. The best lasguage lesson is that in which the child is permitted to talk, to think freely and to express himself freely. The teacher must be interested in what the children relate; not over critical, kind and cheerful in action, even in repression, should that become necessary. With reference to the position of the little folks, in struction should not be overdone, yet it should not be neglected. The teacher's eye must all the time be on the alert to correct unhealthful positions. In the upper grades may be seen stooped shoulders and curved spines that were straight in the primary grades. In this the pupil is injured not only in form but in vision.

I do not wish to be understood as advocating a course of instruction whose chief element is utility. If by the use of the elements of special utility mind-growth is advanced, there is great In many cases the pupils may be led to see that what is yet to be learned depends much upon what they have already learned. Special effort in gaining attention will develop memory. To fail in developing attention in the first years is to develop dreamers. Instruction in science should begin at the age of 12, to be continued the remainder of the school life. The instructor in history should not neglect to apply to a great extent the laws of association and suggestion. They should lead pupils to trace resemblances and differences in the lives of such men as John Quincy Adams and Andrew Jackson, and others whose names appear in history. The instruction should be on a level with the power of grasp of the pupils of the grade. The teacher must know what the future work of the child is to be, and must anticipate it. The course of study should be such that the child shall receive the best portion in amount and variety that can be given. The instruction should be for the average pupil and not for the A pupil who is bright and strong should be placed higher that he may have occasion to use his powers in their normal strength. There is continual need for a proper amount of objective instruction at any age. The memory and the imagination are sufficiently vigorous at ten years of age to enlist their aid for life. And how effective instruction is when the giving and the receiving are in accordance with the laws of mental action. The scholarly teacher will know what questions to ask and what directions to give to lead pupils to a clear understanding of the subject.

The subject and paper was to have been discussed by W. W. Parsons, of the State Normal, but he was not present. Thomas Newland, of Spiceland, opened the discussion. He said:

It is an old and true saving that "all things are related." believe the sooner we understand that teaching in all grades is related from the lowest to the highest, the better work will be done in the schools. Unless we can see the work as a connected whole, it will be an impossibility for us to do the best kind of work in the best kind of way. I presume the workmen who make the different parts of a watch know nothing of the uses to which they are to be applied. In noticing the piece-work done in our schools the work seems to be something of the same kind. We are making a wheel here and there, but do not know how to put them together. The teacher must have a knowledge of the subject to be taught, but there are some other things equally necessary. The teacher needs to know the subject, and in the second place he needs to know the relation between the arithmetic, geography, reading, and other subjects. In the third place he must know the educational value of these subjects. When this is known it seems to me we have the scope of the subject before us.

The child is not educated to be a blacksmith, a farmer, a school teacher, but to be a power in the world. I am not here to advocate that in order to do good teaching in the lower grades, the teacher must go through the high-school or college course, but I

believe it can be better done by his doing so.

The different grades may be compared to the parts of a large building. How strong the building must be! Some parts must be very strong. Unless the carpenter knows what he is to do with the various parts, he is apt to put the strong pieces where the weak should be. Unless the primary teacher knows something above the scope of his work, the foundation will be made of tender and brittle stone upon which the building is to be reared. And so there is a failure because the foundation has not been made of solid granite. I believe we have been too professional in our life. We think the primary teacher is a good primary teacher when she knows nothing else. In order to teach one thing well we should know ninety-nine other things very well, or our work will be by piece, it will not be organic. Our teaching must be more personal and less professional. The profession means a rounded character, not merely a teacher of arithmetic, grammar, or penmanship. If that is all we know, we are not fit to teach those things. I wish it could be impressed upon us, that in order to teach arithmetic well, we should know something else besides arithmetic. In order to teach drawing, I must know why I teach it; that when the pupil comes to geometry, he may have some conception of form and size. We should know the end from the beginning, then our teaching will be more organic and more successful.

Miss Lillie J. Martin, of Indianapolis high-school, present an excellent paper on "Observation and Experience Essential Pedagogical Inquiry. [This paper will be published in full the School Journal.]

Prof. W. J. Bryan also read a paper on the same subject, which the following is an outline.

The question is, How shall we find out what we need to kn about conscious life, so as to be able to help conscious being grow the right way? I will try to make a clear and comp statement of the whole question as I understand it.

 (1) Science has the task of investigating all phenome and of organizing them into an always more comprehens

system.

(2) Every conscious being does a little at this task.

(3) Certain men make a life business of it. We call the

scholars, etc.

(4) A certain progress has been made in the attainment results which prove their validity by being more or less general a exactly verifiable. Altogether there has progressively emerga body of knowledge about things to which we give the national Science.

(5) The task is not finished at any point. Every way

stretches out as an infinite opportunity.

II. (1) A particular department of Science has the task investigating directly a certain class of phenomena and indirecall other phenomena in so far as they are related to said class.

(2) I know of no general class of phenomena to which m in general, even children and savages, have not given some tention and about which they do not have some more or less curate opinion.

(3) Certain men have given special attention to many of several and special classes of phenomena; we call these che

ists, astronomers, biologists, psychologists, etc.

(4) In each department of science there has been some pro

ress toward results specifically and generally verifiable.

(5) In every one without doubt there lie infinite untouch tasks in respect to which men are ignorant of their own ignoran-

Remarks.—1. One class of phenomena of which every conscious being is aware, is the phenomena of conscious life.

2. Men in general, including children and savages, are practically and constantly interested in these, give constant attention to them and related phenomena, and acquire opinions about the more or less exactly or generally true. This common knowled which people in general have about themselves, their childrand their neighbors, we call knowledge of human nature. The common knowledge shows the following marks: some of it

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ne of it is tolerably general; very little of it he other.

rever, this common knowledge of human naus have to get along with among men; it is vender has to help him sell bottles; what the him influence juries; what the priest has to what the mothers, savage and civilized, have re of the little ones committed to their charge. It successful teachers have had in their work Tested by the highest standards, it lacks enerality of science, but few of us can spare and wise teachers will endeavor in all ways

ck of it. Marina have given special attention to the phenome, and to such other phenomena as may be to. Plato and Aristotle are examples of these, amilton and other physicists of this time. that the existing knowledge on this subject able degree the demands which we have a cience. Yet it can not be denied that the s life is not nearly so far advanced as many es. When tested by the highest standards ws the same marks that characterize in a difommon knowledge about the same subject. s reasonably exact; a good deal of it is very e is a small body of it which represents the ct data into comprehensive generalizations. true in the history of science, that different ve progressed in proportion to the simplicity their data. A way to get an idea of the reld inaccessibility of conscious life is to get a state of those sciences which deal with the nscious life. Chemistry is a highly exact scihorities in physiological chemistry saying that e nervous tissue is as good as untouched. exact science, but all the studies on the nerve emselves to the simplest, namely, the fibres; lpoint of those studies, one does not know more at the amazing skill and penetration of e seemingly inextricable complexities of the orks reveal. Anatomy is a highly exact scis the anatomist and histologist distrustful of exact structure of the brain. It is always an when not an ignoramus or a fraud, who can ith substantial completeness the structure of . Physiology is a relatively inexact science, xpect, the physiology of the nervous system ed complexities. There is no lack of facts ded by the best trained scientists, and of general principles upon which they are all agreed. But there is organization of all known facts about the matter into illuminate principles. There is no scientific exposition of the function the brain.

Now if these sciences which can get their facts into a labo tory, into a test-tube or on a pair of scales, under a microsco if these sciences must now so stare into the face of the everlast Sphinx, how about that science whose facts are all out of doc every where and every when, the science which deals with world full of phenomena which seemed to proceed from the c scious life of man? Call the science sociology, anything please. Facts and general principles may be obtained by thousands, yet I can not comprehend how any man can supp that we have made more than a little beginning at the science sociology. In all science which has to do with causes and res we get results which follow from manifold causes, one which comes from something in the person who gets the res Whenever all the objective conditions in any such case are k approximately exact, any variation in the result is so far measure of something in the person and is so far legitimate dat for psychology. The kind or amount of this subjective elem in scientific or in unscientific knowledge is something which not be known in advance. It can not be known in advance investigation the nature and amount of the subjective elem contributed by the child to the series of ideas which make up life of one school-day. We can not know by thinking over matter at home. We must investigate. We need for this sci tific labor all the help that can be given by those who study bodies of conscious beings—from comparative anatomists from comparative embryologists, from histologists, fom physiol ical chemists and physiological physicists, all that they have or ever discover. We need a vast co-operative study of all thi in which conscious life is expressed, especially of the exact for -most especially the data of science itself, to find out in the the subjective elements.

If one could get, for example, from all the biological labor tories data which could be made to confess how much of w is seen through the microscope is in the microscopist's eye, owe could get data from all the proof-readings which would show much of what is seen is supplied by the proof-reader's pectation, or if we could get exhaustive and exact data from the school-rooms which would show how much of what the codren see and hear is not there, but in the child's expectation we could get any sort of exact and comprehensive data in whit would be possible to discriminate accurately the subjective ment, that would be sociological data out of which one mithope to carry the investigation of the personal equation a godeal higher than it has been carried yet.

The question is, how shall we come at a science of conscious life which shall direct us in helping conscious beings to grow? I have intended to express the conviction that the answer to that question is a task. A task at which everybody has done at least a little, at which some men have done a great deal; but it is a task not finished, a task lying vaster ahead than behind. A task where progressive out-work will come by the consecration upon all the phenomena of conscious life and related phenomena of all the agencies which successors in science have hitherto taught us to employ.

In connection with the same subject Prof. S. S. Parr, of De Pauw University, presented a paper entitled "The Scientific Method in Metaphysics Illustrated."

In this he gave the result of some examinations which had been made by himself upon the children in the lower grades of the Greencastle schools. These examinations have already been noticed in the School Journal. They were made with reference to ascertaining the children's knowledge of number, making notes of the examination of each child. He believed that much of our teaching proceeds without proper observation of the children's minds when the teaching begins. In order to teach a subject intelligently, we must not only have a general knowledge of what acquaintance the children have with things with which this subject deals; we need to know this in regard to each individual pupil. He believed that all our educational psychology will have to be re-written, re-constructed from the beginning upon an examination of the condition of the children's minds.

EVENING SESSION.—This was devoted to the Annual Address by Dr. William T. Harris, of Concord, Mass. The subject of the address was the

## ('windows of the soul."

He stated in the beginning of his address that man by himself, living apart from his fellow-man, would never ascend out of saragery. What each individual acquires would perish if unused by others. Civilization depends upon interchange of ideas, and education should fit individuals for this interchange; each must be capable of bringing himself into helpful relation towards all. The school must furnish him with the power to use the means of getting possession of the wisdom ot the world. We must teach the children what fields of knowledge are awaiting them in conversation with the wise and good both of the past and present, to be found in the printed page. The studies that give them possession of the art of intercommunication are of the greatest value. The school therefore places as first on this list reading and writing, and this fact is grounded in reason. Reading and

writing make possible the subsequent stages of school-wo Reading, writing, arithmetic, geography, and history are placed in the elementary schools. These he described as five windows through which the soul may look out to the gibeyond; these cover the two aspects of nature, the organic the inorganic, and through them all knowledge may be obtain

He spoke of the newspaper as a means of civilization. I merly each person adjusted himself to his narrow environm and was contented with the petty gossip of the village in whe lived. Now he reads the gossip of the world without lear his fireside or breakfast table. The newspaper is becoming educator of the nations, and through it it is now easy to feel pulse of nations in advance. The newspaper implies an education people, it can not exist in an illiterate community.

At the close a vote of thanks was tendered by the Associa to Dr. Harris for his excellent address.

FRIDAY MORNING, December 2

The exercises were opened with prayer by Rev. Mr. McN of the Fourth Presbyterian Church, this city.

Mr. A. H. Kennedy, Supt. Rockport schools, then prese a paper on the

"EDUCATIONAL VALUE OF MANUAL SCHOOLS."

Manual training aims to teach the hand to realize in conc form the conceptions of the mind with a well-defined purpos utility in after life. These conceptions of the mind find conc expression in various materials, such as clay, paper, wood, A course in manual training must be an organic whole. It is begin with the early development of sense-perception, from kindergarten and primary grades to the high-school, and enla in the polytechnic school. (An outline of the course from first to the eighth grades was given.) The hand is quite a l factor in our present system of education. Were the mind prived of its aid in all that pertains to form and space relati it would be a very one-sided system. The pupil would acq all his conceptions of form simply by mental processes, be upon definition. The hand by visible representations help perfect the conceptions of the mind, and step by step the c acquires correct conceptions of all the forms and lines on the aid of the hand. The hand becomes more skillful, the ceptions more accurate. The imagination is strengthened, new materials are laid away in the store-house of memory future use. These materials become the criteria that lead to love and appreciation of the true and the beautiful in nature in art, and endow the individual with a conscious power of ation and self-activity which makes him nature's master ins of nature's slave; which brings him nearer to the Creator as it enables him to interpret and reproduce the great thought of creation. Manual training gives a culture that books can never impart; a culture that embraces the real as well as the ideal, and contemplates life with a high purpose of utility.

If the study of geometry develops the faculty of reason, much more ought manual training, for it is geometry materialized. Then there is a logic, outside of geometry, involved in the nature of the materials used and the tools employed. Every scratch by an awl, every stroke by a chisel, every application of a square, requires the constant exercise of the judgment. Text-book training affords no such means of illustration and verification, no such substantial complements to the various faculties of the mind. Manual training discovers those who have mechanical and artistic talents, gives them special instruction in sympathy with their tastes, and directs them into those vocations where they can be of most use to mankind. When the high-school is reached, those who have mechanical and artistic talent of a high order will manifest them in their work, and should continue the course in its more specialized form. This preparation and direction of such into those vocations that harmonize with their tastes, will bring success and accelerate progress. Misdirected genius has filled the world with its ruins; government, engineering, literature, art, all bear witness with their crumbling towers and prostrate columns. Manual training gives to society a cultivated artistic judgment. An educated demand develops an educated supply. A thorough training of the mind in developing correct conceptions of form, symmetry and beauty, and a thorough training of the hand in the realization of the symmetrical and beautiful would develop an artistic taste and judgment in all departments of life. The members of society being thus trained would become critical consumers as well as critical producers. They would not tolerate bad design or workmanship, but would demand that everything be made according to the principles of utility and beauty.

Æsthetic culture aims to train the soul to appreciate the good, the true, and the beautiful, in nature and in art. The untutored workman who digs a statue of Athens from the debris of the Parthenon stands unmoved by any æsthetic emotion at the sight of the treasure. It is to him the price it will bring it the archeological market. The æsthetic emotions of his soul have never been attuned into sympathy with any harmonic scale of beauty. He is moved only by the discordant, the grotesque, the ridiculous. But when the practical artist first beholds this æsthetic piece of Phidias every æsthetic emotion of his soul is aroused. His practiced eye, his sharpened perceptions, and his ideals perfected by many a fruitless attempt with the clay and the chisel, all conspire to aid him in his interpretation and appreciation of the thought and emotions expressed in this marble poem. Like-

wise, for the pupil, drawing, modeling, and manual training velop an æsthetic taste and judgment which differs only in de not in kind, from that of a Phidias. The finest in art is no le confined to the galleries of the palace and the castle. Draw modeling, and manual training furnish the best means for the velopment of correct ideas of taste, for it provides the mean judging and appreciating the good, the true, and the bear in nature, art, and life.

Manual training gives dignity to labor. Labor has been spised ever since man first "ate his bread in the sweat brow." The great effort of life has ever been to acquire a petency and enable one to live chiefly by the exertions of ot It would be very strange if the educational institutions of the had not absorbed somewhat of this spirit, for an education a ipated some purely mental employment. Learning thus dive from labor has been despised. The watch-word all along the has ever been "Excelsior," which means-Get an education escape drudgery. What teacher has not heard it? But one reaches the summit, there are nine disappointed ones must remain in the valley below. The spirit of education points ninety percent to a goal that they can never hope to re and gives them no special training for the vocations which are compelled by necessity to follow. Thus the spirit of ed tion does not satisfy the demands of the spirit of the age. association of study with labor becomes a habit that goes the child through life. If he engages in any manual voca he surrounds it by the ideals he has formed at school, or looks upon the vocation from some other station in life, same ideals surround it, raise it from drudgery and give it nity. Labor becomes drudgery when its principles are no derstood and its details are not reduced to a system. A voc whose fundamental principles are violated at every step resu chaos and is despised. But let its principles be well under and observed in every detail, and this chaos becomes a bea system. In the one case the laborer is a slave to his voca and is treated like a slave, while in the other case he is m of his vocation, and is treated like a master-with dignity honor.

Manual training gives to labor a greater share of the proof labor. Educated labor in any vocation realizes better to in both quantity and quality than ignorant labor. A trateacher will educate the child, while a make-shift teacher will give learning, and very little of that. The successful use of simplest tool requires a knowledge of the principles that are volved in its construction and the materials upon which it is ployed. When we consider the waste entailed upon societ consequence of ignorance and transgression of law in all processes of production and consumption, we marvel that the

is any progress at all. He serves mankind the best who serves nature most, and he can serve nature most whose powers of body and mind are trained into harmony with her laws. Let education take this line. Let the child be taught the statutes of nature and trained to obey them. Let him be trained to wear the armor that he can wield the best, and he will go forth to battle with life more than king, more than conqueror, for all the Titans of nature stand ready-filled with potential power to do his bidding. By studying, understanding, and obeying nature, the very gods that the ancients worshiped have become the most powerful servants of man. Verily he serves mankind best who serves nature most, and he is best educated who is trained to render the noblest service.

The discussion was opened by James H. Smart, President of Purdue University. He would commend the paper in general terms as worthy of careful study. Yet he would make a brief and kindly criticism. There seems to be a want of definiteness as to the statement of the purpose of industrial education. thing has not yet been defined. What is the difference between a trade and a technical school? We are beginning to agree on plans; some of us at least, have agreed that the term "trade school" shall apply to those schools that send young men into the trades and give them special preparation for those trades; a school in which we form special classes, taking boys and giving them special instruction in a few things; that is what is called a trade school. But as to the manual training school we are not agreed. Some of the apostles of the industrial schools claim that we should train the hand from an economical stand-point; train boys and girls that they may be able to find their vocation; give them a broader sweep so that they can have a wider choice of vocation, and give them thorough academic training. Others claim that the work in the manual training schools, such as are found in Chicago, Toledo, Louisville, Cincinnati, shall be purely educational. We use the term rather in a restricted sense. should be used as disciplinary, and through it to obtain a general discipline without reference to its economic aspect. I think that the two can be wrought together, and that we can have the greatest possible amount of mental training given together with the underlying principles of all trades. The ordinary trade school fits the boy for but one line of work; the manual training school ought to mean a school in which the boy should have perhaps twice as much educational work done for him, and at the same time have the whole body trained in such a way that he may go and use his tools and instruments in the best way.

The writers on manual training agree that there is a highly economical value to it. There is a tremendous waste in the present system. Boys are not trained in anything nowadays so ar as vocation is concerned. A boy places himself in a carpen-

ter shop to learn the trade. There is no attention paid to teading him. He has to do all the rude labor of the establishme because the proprietor needs to make money out of him. He left to pick up the business as best he can; he has no pride the matter, no hope, no ambition, without which no man c succeed in any line of work. So sixty or seventy percent of t boys that enter the shops become disgusted and try somethielse, and the result is that they are good for—not very muc God has given us enough to make every man, woman and chrich; it is the spoiling of God's bounty that makes people po The American people are the most wasteful of any people on that of the earth.

Manual training has not only a purely educational side, but has a moral side. Bain says that the college does but little side teaching men to believe. Yet a large percent of what printed is not true. The habit of belief is a dangerous halbut the habit of weighing, balancing, and judging, and not habit of simply accepting, is a good one. It is the easiest this possible to teach children to believe. We say we teach children to think, and that is a great thing to do. But we must reme ber that we teach children to think largely the opinions of other You call that thinking, and so do I, but they think the opinion of other people—that is second-hand thinking. That is we most of us have to do, but in many cases they are think thoughts larger than themselves.

If I ask a boy to make a drawing of a machine of which the are a hundred parts, each part different from the others, and him that he must select the materials and study the question the adaptation of the materials to its use, he must think acrately, he must think with the utmost clearness. He is to be own critic, and if he succeeds in producing that machine, may be sure, and he may be sure that he has done the finest

of thinking that can be done.

Mrs. Mary E. Johnson, Supervisor of Drawing in the Ric mond schools, then read a paper on the subject of

## "industrial art."

Industrial Art is "art applied to industry." It is the kind art used by manufacturing people, by which man has endeavor to combine beauty with utility in the familiar objects of ever day life. It is the art used in the erection of the grandest arc tecture the world has ever known, as well as in constructing to simplest cottage house or the tiniest foot-stool or tea-cup. unites beauty and refinement with utility and comfort in the designer, then a model or drawing is made, and finally thought of the artist or designer is embodied and takes act form to give pleasure and comfort in daily life.

Ruskin says that "Art is the appreciation of the hand and mind of man together, as distinguished from manufacture, which literally and primarily means something made by the hand. While fine art is that in which the hand, the mind, and the heart of man act together, thus expressing emotion or feeling." We do not agree with Ruskin in this definition. In the present state of civilization, art, manufacture, and even fine art are united, for the most common manufactured article must possess beauty and refinement, or it will not find a market. For instance, we do not purchase ugly chairs, but select those that are beautiful, those that are easy to sit in, pleasing in proportion and graceful in form. Our taste leads us to decide this, though the reason has never been to us a subject of study. A good design, in a carpet, table, or book-case, may be appreciated by a woman furnishing a house, though she know nothing of the principles of design. But could these beautiful objects have been constructed without a knowledge of the lines that govern design? First, that the object should be constructed to best fill the use for which it is made; next, to please the eye by its grace and beauty; to be entirely satisfactory as we look upon it or use it.

Do we realize how important a part in our lives the industrial arts fill in performing as if by magic so much of the drudgery incident to the present state of civilization? Did they not minister to our wants we should be as the primitive man with his coarse surroundings and rude implements of toiling and hunting. There is more real benefit conferred on mankind by the application of art on the articles of every-day use than is given to the world by painters of historical pictures. The pictures are seen by the few, while the artistic articles in daily use tend to cultivate the millions, and give refined pleasure by placing constantly before their eyes objects of beauty which are not the less effective because unconsciously felt and enjoyed. The history of nations is revealed in their industrial arts. Industrial art and fine art go hand in hand. In the cities where the fine arts are most appreciated, there the industrial arts are most prosperous.

After the great Paris Exposition in 1862, Massachusetts began looking about to ascertain why her manufactures were inferior to those of England, France, and other countries; why the best workmen employed in all departments in our country were foreigners. She found that her own people knew very little of art, and sent commissioners abroad to inquire into the secret of the great superiority of the foreign art products to her own. The secret was that in those countries art was taught in the public schools; that technical schools and schools of art were maintained. The final result was, that a corps of art teachers from the South Kensington School of Art, with Prof. Walter Smith as director, was secured to inaugurate the art movement in Boston. In 1870 the Legislature of Massachusetts passed a law that every town in the state of ten thousand inhabitants should furnish public

instruction in industrial drawing. Thus the great work was b

gun and from there has crept west and south.

In art education we should begin aright, and study by a methods which develop observation and reason, beginning in a first year of school life to study, to know, to make forms, bedin attempting to draw them. It is useless to expect the hand to express form unless the mind has grasped the idea. Copying draings made by others does not lead to a knowledge of the firm principles of art.

The paper then gave a brief view of the art of the past, descring nine great styles of art. 3 ancient; the Egyptian, Great and Roman. 3 medieval: Byzantine, Saracenic, and Goth 3 modern; Renaissance, the Cinquescents, and the Louis Quetorze. These were illustrated by large drawings displayed to

ing the reading of the paper.

After a shout recess the President announced the names of Committee on Legislation: Supt. LaFollette, Joseph Carha R. A. Ogg, J. N. Study, and the President of the Association.

The discussion of the subject, Industrial Art, was then open by Jesse H. Brown, of Indianapolis. He said:

I would emphasize one point in the paper read last. T work should begin in the first year, and the first months of scho As was first said in the paper, the first thing is to acquire idea and the children get ideas by handling the forms and examini them in other ways, and expressing their ideas about them language or drawings. The distinctive lesson in form show begin by handling things. They should handle those things the are typical in form, such as the sphere, the cube, and the cyli der; all these elementary forms should be handled and discuss as to their characteristics, and drawings should be made repr senting them. The sphere is represented by a circle becau that is the outline of the only view you can take of it; the cu is represented by a square because it has several different face and these are square. That, as I understand, is the connecti between the drawing and the thing. And so with the cylinder the different views that are brought out by discussing the cha acteristics of the cylinder are drawn. Industrial art or drawn must begin at the first entry of school work. Drawing shou always precede writing. I want to emphasize this, that childre should be taught to draw before they begin to write, and the drawing lesson should be made of the principle forms that ent into the letters that constitute our script writing. This is dot in our city schools very generally, and I think in a short time the result will show that it is the proper thing to do. In th city modeling is carried along with the drawing. We have the modeling in clay up to the fifth year of the school work, and the children make all these elementary forms and other forms simila You can see the results in the secretary's office, specimens gat en's work within the last few weeks. I do nodeling should be continued through the now have it, but I think it should be continued, because the children can not earlier of perspective in drawing. Up to that age to outline work.

orogram was a competitive paper by D. L. on the subject, "The School in its Relation (A full report of this will be printed in a Journal.)

YOUNG PEOPLE'S READING CIRCLE.

oard of directors Prof. Carhart reported to steps taken to carry out the order of the preceding meeting to form a reading circle te state. The substance of the report has the Journal. While definite statistics had show the exact condition of the enterprise te, enough was known to warrant the statetesands are pursuing the course of reading number is constantly increasing. Superhe condition of the work in their localities s:

nill, of Aurora, said: Our teachers were ing People's Reading Circle from the moand hoped much from it. The board of ne purpose was a good one and purchased the books for the use of the schools. The enterprise their hearty endorsement, and city were visited and asked to present the egations. Accordingly on the first Sabbath September sermons were preached in the he "Blighting Influences of Impure Litera-People's Reading Circle was explained and p in the direction of counteracting that evil in our town a public library of which many bers. The board of directors were asked all the books recommended by the Young rele board, and they did so. When the to the pupils the majority of them were inindicated a desire to become members and fter consulting with parents, however, many were discouraged. Can't afford it, many parents said. Some even denounced the plan as an infamous scheme to sell books. Notwithstanding these discouragements we have done something Between ninety and one hundred books have been purchased by the pupils. Two sets belong to the school. One set is in the public library. So that while but about one hundred books have been bought, nearly two hundred pupils are members and andoing the reading. Of these two hundred about thirty have never before read a book other than their school text-books. This withink a good point gained. We make much use of the book belonging to the school. They furnish us material for language lessons, matter for supplementary sight reading, beautiful lesson for opening exercises, etc.

The U.S. History class uses Washington and His Country and The Autobiography of Franklin for reference, and much ligh do they throw upon the text. Pupils are permitted at various times to tell to the school what they have read in their Readin Circle books. This they like to do. Many interesting and val uable facts are thus given to all, and the entire school in som measure is benefited by the reading that is being done. The work that has been done has been helpful to the teachers an beneficial to the pupils. Of this there is no doubt. It has been moticed that the pupils converse about their reading at intermit sions and at other times, and that the reading of these books ha led to the reading of other books on kindred topics. The great obstacle to the success of the scheme as we see it is the cost the books. However small the cost may be, some parents ca not furnish that small amount, and many will not. We look upo the Y. P. R. C. as the best thing out, and we believe every teach ought to do his level best to make it succeed as it deserves succeed.

Supt. W. F. Hoffman, of Washington, said: A very large m jority of our people are day-laborers who are neither much inte ested in the intellectual and moral education of their children nor could many of them afford well to purchase extra books eve if they desired to do so. In short, there is no taste among the for pure literature; but the vicious trash from grog-shops at -cess-pools many devour with avidity. Now it is just this cla of children that a Young People's Reading Circle needs to read The well-to-do citizens usually look after the reading of their chi dren. They often act upon the expression of what are called good juvenile books, and their tables are usually covered wit the most select. To meet this difficulty something more than depending upon the children to purchase books needed to l done. Accordingly, in a meeting of the board, it was agreed set aside a part of the public school library fund for the purcha of books for the reading circle. Three sets of books were the secured; while at least one hundred of the pupils from various d the books. Those furnished by the board ands of the teachers, and a period of a few devoted to reading and explaining. About on oral examination was held in the work. The success of the plan exceeded our ations, and many a pupil who could never ks is now an ardent seeker after new ideas he has read. Out of a possible 650 pupils upward, there are now 400 regular membefore the expiration of another term, to goo members.

th grades we use "Powell's How to Write" number of pictures of animals of which the write compositions. Now the book entitled thus serves a double purpose; first, by imof these animals; and second, by furnishing position. Likewise in the third grade, the s" furnishes ample material for supplemen-

much better if each pupil could study his ly is true that to have the loan of the book not to have it at all. We now know from hild can reach the same ultimate aim whether not.

of Wabash, said: There had been some inty in the line of supplemental reading beof the Young People's Reading Circle; and s had bought books for their own use and hools in which they taught-in many cases he books to the children and encouraging ar ago I found on the desks of many teachoks that are on the list of the Y. P. R. C. ricts the Y. P. R. C. goes, for 90 percent of circle in the county are from these districts. akes some time for such a scheme to take complaint from teachers who have not been spirations in the number of their pupils who unwillingness of parents to buy the books. way into a family and the "old folks" have is at least two converts whose names are not his ability of the books to do what none of able to do, has suggested to us the idea of buy at least one set of books for each school, ry you know. Where this has been done the s 60 percent of the school. I know of other le book has been the means of bringing several pupils into the circle. We may not look for general results for a year or two yet I think. We now have in this county also three hundred members of the circle, and at least three time yes four times as many readers. It is a good thing, and need only to be patiently wrought out.

Supt. R. W. Wood, of Jeffersonville, said: In regard to to organization of Young People's Reading Circles in our school I would say, we went about it with some doubts and fears as the result, but soon found that the teachers were interested in the matter. They presented the subject to their pupils, and the sult was, orders for books came from every teacher above to second grade: one teacher of the second grade sending for que a number. I find the children much interested, and think the next year the number can be largely increased. Orders have been sent for more than 160 books. I consider the Y. P. R. one of the grandest institutions ever organized for the benefit the children.

Co. Supt. Wissler, of Wayne, said: I think the Y. P. R. is a noble work, though yet in its infancy with us.

#### THE PLAN.

1. The books should be placed in each district school by township trustee as part of the district library.

Purils should be stimulated to have books of their or the

2. Pupils should be stimulated to buy books of their of

where it does not become a burden.

3. It is recommended that entertainments for raising libratured be held where convenient to do so.

4. Meetings of patrons are called, where the matter received

public consideration and its merits set forth.

5. All graduates from our district schools are required read one of the books and write a composition or summary their study on such book.

#### RESULTS

1. Four townships have placed five dollars' worth in each their schools, about 250 volumes.

2. Eight trustees have promised to do the same for th

schools next year.

3. Estimated purchases by pupils and teachers, 250 vols.

4. There will be about 100 graduates; each will read one more books. This will make an estimated total of 500 or 6 books for our county this year.

Warren county reports excellent results. The following relations were adopted at the Summer Institute, and the work been pushed in the strong spirit manifested in the resolutions:

Resolved, That there shall be as many Young People's Reading Circles in Warren county as there are schools; and the teach in each school shall be the leader.

ity to be a leading element of success, it shall eachers throughout the county to do special rnoon of each week. owed to read books belonging to their indichool hours at such a time as the teacher rintendent shall appoint a teacher in each ader of said township.

e asked to place a set of the books in each najority of cases they complied with the reorts come from a large number of counties

oon, of St. Joseph county, reports from 1500 n read a letter from Prof. R. G. Boone, in

his resignation as a member of the Reading ccepting this resignation the Association expreciation of Mr. Boone's services, and its d decline to serve longer.

n Nomination of Officers made the following lopted unanimously:

A. Zeller, La Fayette. R. J. Aley, W. P. Shannon, Thomas Newlin,

Dillon, Mrs. Jennie H. Goodwin. ttee-J. W. Layne, Evansville, Ch'n; E. E.

. Henry, Martinsville; Geo. F. Bass, Indiulkins, La Fayette; R. I. Hamilton, Huntn, South Bend.

nnie E. H. Lemon, Bloomington.

Treas.—D. E. Hunter, Connersville. mmittee was authorized to appoint a Rail-

TREASURER'S REPORT. surer, in ac't with I. S. T. Assoc'n, Dr.

from Harris's lecture . . . " from Denison Hotel . . . 70 00 fees and dues of members, 208 00

eceived . . . . . .

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44

Contra.

By am't p	aid	M. Seiler, express	Voucher.	16	\$5
"	"	Plymouth Church		17	70
**		A. M. Huycke, H. S. Sec'y,	**	18	25
		Rob't Spear, freight and exp,	**	19	40
**		J. H. Henry, C. & V. S. Sec.	**	20	
		E. A. Bryan, exp. & cir	44	21	20
**		W. T. Harris, expenses	44	22	50
		New Denison W. T. H		24	
		N. Yoke, R. R. Sec'y	4.6	25	20
**	"	D. H. Hunter, Services, etc.		26	3

Mrs. Lemon, Rec. Sec'y . .

N. E. Hunter, Enrolling Cl'k,

Bert Fesler, Ass't Sec'y. . .

I. W. Carr, Enrolling Clerk.

**	Frank H. Smith, print	g,	e	tc.			2	3
	Amount paid out							\$31
Cash o	on hand Jan. 1, 1889.							9

D. E. HUNTER, Per. Sec. and Tree

27

28

29

30

\$40

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The paid enrollment was 374. The Association adjourner re-assemble in 1889.

Lewis H. Jones, President

ANNIE E. H. LEMON, Secretary.

Note.—Owing to circumstances that the secretary could control, a part of the minutes came too late for insertion in number of the Journal.—Ed.

#### HIGH SCHOOL SECTION.

The High School Section of the Association opened Wedday morning, Dec. 26, 1888, at 9 o'clock.

The President, S. E. Harwood, called the meeting to or and in his address discussed "Americanism in the School He gave the characteristics of American political, social, moral life, and said the American idea is obedience to law freedom, not license. Property, personal rights, governmentabor, society, Sunday, and morals are endangered, and the are millions of foreigners besides our own to be trained in A ican ideas and sentiments. The school can teach these every lesson; the presence of the veterans, exercises on pattern, elements of government. of Terre Haute, made an earnest plea for tion in the High Schools." There took part the paper Messrs. Carr of Muncie, Thompnry of Peru, Jones of Indianapolis, and Mc-

Kendallville, read a good paper on "Litera-School." This was discussed by S. B. Mc and E. A. Bryan of Vincennes. If Noblesville, and W. E. Henry of Peru, gave y Exercises in the High School." An earnest

Indianapolis, gave a short address on the ing Lessons at Home and coming to Teacher

aged in by Messrs. Lewis, Carson, Hunter,

Pres. D. S. Jordan discussed the "Defects.rk."

some principles underlying "Discipline in

fford read an excellent paper on "Composichool," which was discussed by Miss Lillie Ogg, Kelso, Sanders, and Mott. follette made a plea for the Organization and

High Schools.

d that the Legislature confer upon the State

reasonably control the high-schools.
ell gave a thoughtful paper on "Intellectual

Acquisition."

followed with a talk on "Reasoning from

ead a short paper on the "Relation of Math-

hool Work."
pleaded for the "Study of Causes in High

of Wabash College, gave a strong address on eligion in the Training of the Young." This v. O. C. McCulloch, on "Natural Law in its.

Relation to Religion," and a talk by Prof. Parr on the "Fundamental Principles in High School Work."

A resolution was carried asking for a Department in the Scho Journal for the High School Section, and that the Executive Committee make a program looking to the unification of the high school work in the state.

The following officers were elected: President, Mrs. Bess. G. Cox, Kokomo; Secretary, O. H. Carson, Kendallville; E. Committee, R. A. Ogg of Greencastle, J. A. Zeller of Lafayet O. H. Kelso of Richmond.

G. F. KENASTON, Sec'y, Noblesville S. E. HARWOOD, Pres., Attica.

THE COUNTRY SCHOOL AND VILLAGE SECTION

met at 11:20, Dec. 27, 1888, Mr. Barnes in the chair. Exutive Committee appointed as follows: Supt. J. H. Henry, Morgan Co., ch'm'n, Martinsville; Homer W. Porter, of Por Co., Valparaiso; Mary Marks, of Howard Co., Kokomo; M. P. Hill, of Jay Co., Hartford City; Supt. Snyder, of Davi Co., Washington.

W. H. Chillson, of Clay City, was appointed president of Country and Village School Section. Vice-Presidents: J. Z. McCaughan, of Amboy; Miss Rose B. Campbell, Romney; S. Harris, Greencastle. Secretaries: Rose A. Russell, of Munc Emma B. Shealey, of Delphi.

#### THE COLLEGE ASSOCIATION

held a large and interesting meeting in the parlors of the No Denison Hotel, with J. H. Smart as presiding officer. Its cors for the coming year are as follows: President, J. J. M. Earlham College; Secretary, Stanley Coulter, Purdue University Treasurer, Clarence A. Waldo, Rose Polytechnic Institute.

These officers constitute the Executive Committee.

A GEORGIA editor concentrates a few ideas thus: "Gold found in 36 counties in this state, silver in three, diamonds in d whisky in all of them, and the last gets away with the results Boston Traveler.

## TMENT OF PEDAGOGY.

paducted by S. S. PARR, Dean De Pauw Normal School.

#### WILL IT WORK!

Committee of the State Association in compliesolution of the Association a year ago, set for the reading of a "competitive paper." subject, "The School in its Relation to the culars were printed and sent throughout the ons to enter the contest. (This circular was e October Journal, page 625.)

received two papers on the topic assigned. e papers could have been called a "scientific if both are to be judged by the one read.

der of the paper, to say that the reading of it by the untechnical body of the Assoc ation. It spiciness, and at touching up the faults and ociety. The contention here set forth is that, exted by the honorable judges may have been

sarp, caustic, and critical, and many other sense a study of "The School in its Relations

question involves an examination, first, of the practical effects on the community, as meason of local industries, government, roads, the of the possible progress of the school toward usefulness in these several relations. There

remotest attempt at a "study" of either of

of this article is not to criticise either the writer udges. Whatever of criticism seems to appear al, and is meant to make clear another thought ent nature, viz., that the conception on which

wholly impracticable and impossible. ght of the best men of the state" can not be enter a competitive race. The best thought

1,

of the best thinkers is never had under any such condition There is not a single scientific, literary, or philosophic association tion on the globe in which "the best thought of the best me enters the lists against itself and strives for supremacy. Wi men and women of this class enter the lists it is for the purp of maintaining what they conceive to be the truth, and to furl some cause they believe to be essential to the good of human Occasionally persons of large ability, during the formative st of their development, write prize essays or contribute papers some fixed topic, of which the merit is to be determined ! jury of experts. But these are exceptional cases, and can even when taken to hold with regard to the formative stag expert experience, be regarded as fixing the rule. Everet Webster may have written prize orations when they were coll boys, but we may be perfectly sure they delivered no prize tions, when they had mounted the platform as a business of It is possible that Emerson and Channing became compe essayists when they were spoiling paper in practice for their ture skill, but how quick either of them would have wiped pen and closed his inkstand, if the remotest suggestion of co petition had been raised in their after years. For aught know, Dr. Harris or Prof. Stanley Hall may have written on e cation in a literary go-as-you-please in their boyhood days. requires a long stretch of the imagination to conceive eithe these gentlemen as taking part in a competitive tournament n It may be said that Websters and Everetts, Emersons and Ch nings, Harrises and Halls are scarce among the constitue covered by this circular. We need not debate this propositi It does not in any way affect the fact that the class of pers who have the necessary experience and the necessary skill using facts, assumed for such work, do not anywhere, or un any circumstances, as a class, enter into competitive efforts arrive at the truth. The principle assumed as the basis of in tation to do such work has no foundation in fact, and hence a practical impossibility.

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## IARY DEPARTMENT.

incted by Howard Sandmon, Professor of Methods in the State Normal School.]

## WORK FOR THE SECOND YEAR.

p in the geography work is that in which the ve brought to his attention, the earth as comcold belts, land and water, desert and mounthrough the study of the life of these regions d human. The ground of the second step is the mind should deal first with material for the central principle of the subject, viz.: that the those phases of the earth that bear upon the contral is, the institutions of state, church,

nd school.) The subordinate steps of this

d the child to form the conception of institui, in some typical region of the earth, that is, idea of the animal life and plant life, and the nunity or neighborhood in its general aspects, ion of the earth, as for example, in the Frigid opical Zone; or in some land or water region, ys and rivers in China, or in the deserts or to etc.

titutional life into its elements; that is, he is

n of all the various facts or elements that he to the social life, which to the religious life, I life, to the business life, etc. For example, oncerning the people in one of these typical couses are without floors, and that their fires atre of the house, and that the smoke rising ening in the roof, he is led to class this as an ital life. If he has learned that in each house cave vessel into which each evening a certain ed, and then that this preparation is burned

while the family all stand around making certain gestures, as at times kneeling, he is led to class this as a phase of their regious life. If he learns that they travel in sledges drawn dogs, and that they carry from place to place their articles sale in this way, and that all their visiting is done by means this mode of traveling, he is led to class this as an element be of their social and of their business life. Finally, having a sidered, in this way, all the elements of the type of life studies he is to sum up those elements peculiar to the form of governmental life, to the religious life, to the social life, etc.

The third step, is one in which the child is to be led to see relation between the elements of surface, climate, plant, miner and animal life, and all those phases considered in the first a second steps.

The fourth step is one in which he is to consider the relation of these phases, of their institutional life to those same element in his own region, and the counter influence of the various for of institutional life in his own region, upon the people and the forms of institutional life in the typical region studied.

It is to be observed in these subordinate steps of the secon general step in geography, that geographical work involves sentially four distinct lines.

First, the element of surface relief.

Second, the element of climate.

These two underlie the third line of work, viz.: the promena of mineral, plant, and animal life.

These three underlie the fourth line of work, viz.: man his institutions.

In this second general step of geographical work, and in succeeding steps, it should be the care to see that these folines of work move forward harmoniously.

In considering the ground for the order of the second ste these two thoughts should be presented. Work of a nature therein indicated, has its ground in the idea that of a institutions of man, the business institution is, in geography, claim prominence, and hence the work as given in the second step, bears strongly upon man as engaged in traffic. This give

The Case of

the step, that idea concerning geography, f. W. T. Harris, who asserts that the main y is to impress the child with the idea of I basis for that exchange, for traffic. ne child with the idea that all communities That the farmer in Illinois is affected just as vitally, as the farmer of Russia, by the rop in Russia. That failure, although not on the farmer of Illinois, yet does influence a slight advance to the price that he is able eat, and consequently a slight advance in things that he purchases from abroad, as g or clothing material, and thereby affects, ditional trade that came to him because of eat crop in Russia, not only the farmer of nunities with which he deals.

change is ground for the order of this step, re first firmly fixed as a basis for its reapesteps of the work. e earth as the basis of exchange is also the

sive use, in this step, of such books as The and Each and All, and kindred books hat each person of a given region, labors but for "each and all" of the others of the y in turn labor not only for themselves but

that is ground for the order of this second il fact known as the transference of interest. acts shows that interest which intrinsically oject, is transferred by the mind from that ojects that are related to it, although in their be invested with the element of interest. a child upon a certain corner of the street

a child upon a certain corner of the street sich gives him pleasure, that pleasure is from from the present itself, which was the source he corner of the street and all its surroundin themselves, before the mind had made this association, were not marked by anything that would espially arouse interest.

Of the four elements in geography, viz.: (1) man; (2) the phenomena of the mineral kingdom, of vegetable and animalife; (3) the elements of climate; and (4) surface relief, the opossessing the least interest, is the one possessing the least Liviz., surface relief.

Life in itself is an element of interest, and that possessing highest form of life,—man, is of greatest interest to the chil and in the descending scale, animal life, vegetable life, clima and surface relief.

It is not meant that surface relief does not possess any inter to the child, but that of the four elements, surface relief, as m surface relief, is marked least by it.

Since, therefore, the child is in the next step to enter upolong study of surface as surface, it is important that his beginning should be invested with the highest degree of interest tit may.

This is accomplished by giving the child his first knowled of surface relief in relation to that which is of greatest interest him, man and his doings.

This also gives him a knowledge of surface-relief in its orgarelations, and under the idea of design.

# THE SCHOOL ROOM.

This Department is conducted by G. F. Bass, Supervising Prin. Indianapolis scho

# CURRENT EVENTS.

very intelligent person wishes to keep up with the "time sufficiently to enable him to talk intelligently upon to chief current events of the world. Therefore it should be a p of the work of every school to consider the principal current events. This may be done at a stated time as a part of the F day afternoon exercises, for instance, or it may be done in connection with the studies of the school at regular program time.

of time to keep posted in regard to current than most teachers can spare from their other e pupils become interested in this matter and bring in what they have read, each gets the that all have done and time is saved.

papers published that aid in this work. We er than *The Week's Current*, published by o. This is, as its name indicates, a weekly ed to current events. It costs only one dollar many times that to the busy teacher.

ne interested in what is going on in the world and to certain events, become more intelligent grammar, and arithmetic work. When study-ould see more than a little speck on the map. dstone Germany would bring to mind Bismin turn might bring up thoughts worthy of

to this because the mind for a time would be True, but the places studied would become ould get beyond the map and map questions. To write sentences in grammar work, to illusties in that study, instead of writing such sentences in Mary go to school," and "The mule kicked log is sick," they might write sente ces that ing, and be worth remembering or thinking

## THE TABLES.

at the so-called tables without having in their what they mean. "Two pints make one ne gallon, 31½ gal. one barrel," may mean one. If the measures have been seen and with other vessels, then the pupil will form gallon, etc. In order to test a class, give llows: 1. How many gallons will an ordicate hold? 2. How many pecks will it hold?

3. How many pounds of salt will a common crayon box hold

4. How many bushels of apples will a flour-barrel hold?

If they guess about right, we may know that they have a got idea of what they are saying when they say the tables: but it pupil says that a bucket will hold 100,000 gallons (as one desay), we may be assured that such a pupil is not forming to concepts we desire. There is something wrong in the teaching If a pupil says the bucket holds 10 gallons and immediately so that it holds about a peck, we are not satisfied, even though can repeat the table and perform reduction descending and cending.

In some schools, the fractions  $\frac{1}{2}$ ,  $\frac{1}{2}$ , are taught to pur in the third reader. This example was submitted to them: girls are reading and 3 are writing; what part of all the girls writing? The teachers protested. She said they had taught fifths. If halves, thirds, fourths have been correct taught, the pupils would have gained the power to infer that anything is separated into five equal parts, one of them is a fif

We have too much sample work in our schools.

Try an upper grade class on an example worded just a lid different from the examples they have solved. Example: Somy agent \$412 to invest after deducting his commission of 3 what was his commission? Many pupils in the class will find sum invested and give it as the answer, especially if they have not defined in which the amount invested is quired, and have not been drilled on this kind. Pupils do many examples and are marked on too many answers. The form the habit of working for the answer without thinking our rational way to get it. Fewer problems and more practice seeing the relations that exist in them is what is needed.

## SHORT NOTES.

Some teachers think that one pronunciation of a word for spelling-class is enough, and that more encourages inattentioness. Let such try to spell one lesson while some one pronout

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nce. A foot will move, a window rattle, or e will occur just as the word is pronounced or a part of it. There always comes a mothe word is first pr. nounced. It seems to us all take advantage of the moment and re-

behave. It is as important to the state that all be good as that they should be great.—

cate for the state, but it is better to educate ED.

ble, safe, certain, remunerative, attainable

y and every pursuit is the quality of attenntion or imagination, such as it is, I can e you, would never have served me as it has common place, humble, patient, daily toiling, —Dickens.

consideration of every pupil.—ED.

## ERAL INFORMATION.

at perhaps not all are aware that S. America t it has been successfully transplanted and The most successful plantations are on the The first were put out there in 1860. There on trees under culture. The bark is stripped dinally in strips of from two to two and one-setween each two strips a portion of bark of the This prevents the tree from dying. After way the trunk of the tree is wrapped in moist the new bark to form more rapidly. In about

ody knows that quinine is a preparation from

gress is now in session. Ask the school it. What is Congress? Where does it meet? isiness be done without a quorum? Is any How many members in Congress? How

irk is sufficiently grown to be taken away.

many from our state? Is the President of the U. S. a men of Congress? Has the Vice-President of the U. S. anythin do with Congress? How much salary does a congressman Do you think this a large salary? How much do you suppo costs him to live? Are all congressmen elected by the peo Are all elected for the same length of time?

THE MACKENZIE.—Every geography pupil knows where Mackenzie River is on the map, but does he have a picture and its basin in his mind? There are about 5000 miles of in the basin, and about 6000 miles of continuous lake and navigation. In its basin a region of more than 600,000 so miles are adapted for raising potatoes, one-half as much for w and a third more for pasture. Besides this the mines are posed to be very rich in mineral deposits of all sorts. A pleum area of vast extent has also been found.

THE largest standing army of the world is in Russia—757, Italy has 750,700; France, 510,300; Germany, 427,200; 300,000; Austria, 275,000; United States, 33,000.

Apparent Population on basis of votes cast in last presi

tial election:													
												op. in 1880.	
New York			•					,•				1,205,299	1.586
Philadelphia.											•	847,170	1,01
Brooklyn												566,663	78:
Chicago												503,159	748
Baltimore												382,313	50
Boston												369,842	440
St. Louis												350,518	414
Cincinnati			•							•.		255,139	30
San Francisco	<b>)</b> .	•										233,959	328
Cleveland												160,146	219
Buffalo												155,234	218
T1		 _		:	 	٤	. 41		<u>_</u>				

The plans and estimates for the Congo railroad are now in hands of the king of the Belgians, and it is understood the favors their adoption and the immediate commencement of work of construction. This road is intended to connect the navigable portions of the great river. For a considerable

the the Congo is deep and smooth, a fit roadif the world. Its upper portion is also naviin these two parts, for 150 miles or more, the
scent from the central African plateau to the
That descent is made through a succession
pids utterly impassable to steamboats. The
this break in the river travel, will furnish a
ce to the very heart of the continent. It will,
iccilitate further exploration and the develop-

Let us hope also that it will be a potent ession of cannibalism and slave trading, with at present much afflicted.—Ex.

E, Va., under the presidency of Gen. S. C.

s the Indian and the negro in common. The sexes, and it would be difficult to tell whether, woman is in the lead, negro or Indian. The ded about twelve years ago, and has sent out, raduates to date. Each of these graduates pport by labor; and thus they are far better al work of life than the ordinary college graduates, a large part have been negroes, but an graduates have returned to their tribes. returned, most all have done well, and not to a have returned to the blanket and the normal experiment on the part of the Government is a not the scheme should be greatly enlarged. We that, under equal advantages, blood counts

# Y SCHOOL DEPARTMENT.

by W. H. CAULKINS, Supt. Tippecanoe County.]

## FEW HAND-PAINTINGS.

e over that of another.—Ex.

his issue to present a few sketches from the our note-book. They are typical cases, and rs; for other teachers. The first is a countryof the woods. The November day is cold and the school-house very cosy. The noon hour comes, the lunch disposed of, and the children go out to roam at their own we while the teacher sits by the fire and industriously knits. The boys wander through the woods in search of amusement at squirrels. Not finding either, and getting chilly, they start fire around an old dead tree with the aid of a few dry leave. What fun! The blazing leaves are tossed high in the air at sparks fly in every direction. In the midst of it all, the school bell rings and they scamper back to school. Now the fire hits fun. It crawls along the ground over the carpet of leave devouring brush, leaves, and other useless rubbish until present it reaches a rail fence. The neighbors are out by this time, it several panels of the fence are blazing, and it is with difficuland much severe labor that the fire is mastered. Where lay to blame?

Number two is another school under the supervision of an apiring young disciple of Æsculapius anxious to finish his count Lunch is bolted, and then every precious minute of the nothour is given to poring over his medical text-books. Meanwhithe children enjoy themselves. Yes indeed! they have a gloous time! They remain in the school-yard, but after almost chausting their ingenuity to devise some new prank, some brillia conceives an idea, and with the aid of a few rails they upset to outhouse. The teacher was serenely oblivious of the state affairs until the next morning! Truly, such devotion to medical deserves a superior place in that profession! But ——.

The third is under a slightly different set of circumstance. This teacher wasn't a bit fashionable, for he would rather has his dinner at noon than at six, and to prove this he even willing to walk a half-mile for it. While he is enjoying his smoting victuals and hot coffee, the children's lunch is finished at the boys have climbed a tree near the school-house. A few rafrom a neighboring fence are procured, and a cantilever brid is built to the school-house. They play at crossing Niagara a all get over safe except one. Through the advice of one of the heroes astraddle of the ridge-pole, he endeavors to distinguishimself, but succeeds only in extinguishing himself, for the raf

flow with a broken arm. His teacher became a regard to his meals, after that, as the rest

leaves showing schools with boys perched ling and hooting at passers-by, insulting them, guying" them, snow-balling them, until the which the timid fear, the brave shrink from, wear at. We have a few others in which laptive developed into good healthy melees, and "with plenty of shillalahs is executed in fine few others which would make the angels weep, on hour is made a purgatory for the little ones callies. There are others in which the schoolar first-class gymnasium, where running, leap-craven-throwing, and other such quiet games

a first-class gymnasium, where running, leapcrayon-throwing, and other such quiet games We close with one in which several boys are back of the school-house.

the presence of the teacher. We are glad rustees make it a part of the contract that the the noon hour at the school. It would be a his read "spend the noon hour with the chiler's presence is sufficient to inhibit nearly all all quarrels, bad manners, and tormenting

ils; prevent nearly all accidents, and to enners. He need not take part in the games to,—in fact, it is better not to play with the e, but only occasionally,—yet it is part of his

em and supervise everything that goes on.

ith the preceding is the management of the selection between the best better to have the lunches all eaten together

oom. Let one from each family get the basire orderly and quiet eating. Loud or bois-, throwing of crusts, bones, apples, etc, should

should remain seated until every one has finer's rising should be a signal for a quiet disemoving all crumbs and fragments of his lunch.

This plan has been successfully tried. It not only creates order but trains the pupil to subordinate his individual eating to the usages of good society. As to whether pupils should be permitted to leave the school premises at the noon hour, the size and locality of the grounds, together with the teacher's good sense must determine. But in any case, they should never be left long without the presence of the teacher.

#### TOWNSHIP INSTITUTES.

AFTER a little hesitation we have concluded to serve up thes old chestnuts again just because they are chestnuts. A chestnut of an institute indicates chestnuts of teachers: those who have outgrown their usefulness, and with a mental interior similar t to a defunct chestnut are planting fertile fields with seed that wi never grow, for it is dead. The state very wisely introduced an compelled the adoption of this monthly meeting for teachers at time when normal training, or, rather, training of any kind, wa Now that we have outgrown this special need to a rare bird. them, it is not necessary to follow the same old beaten track like a mule in a cane-press, grinding out the same results year after year; but we should start out on a tour of discovery in adjacer fields, and see if we can not move onward in place of around The old story of how to teach the alphabet, long division, cape of Australia, rules in grammar, oral vs. written spelling, how t prevent whispering, corporal punishment, and other warmed-ove remains of the carcass of a once very delicious and nutrition Christmas turkey of educators, should be relegated to the norm schools, and the teacher's own private reading.

These topics have been discussed by wiser heads than grad the average township institute and their results should be accepted and the time spent in gaining what the wisest head can not have over to us,—mental development. These meetings should be free expressions of our newest thoughts. "We live in our newest thoughts, as a tree in its liber," and he who has not thought is perishing of dry rot as surely as any old stump in the forest There can be nothing at present more invigorating than our reason.

what they contain is dug out of them. Whoyond that of the merest mud-puddle, will find stions on the philosophy of life which we all, ally, must grapple with and either conquer or is. If we do not attain a higher culture in ings we alone are to blame. We confess that ch sees nothing but dollars and cents at the seems to us to have a fitter place in another e not children and should be ashamed to of each month to improving our intellectual

## EDITORIAL.

tendent in his Report has made a strong plea for on law-which every legislator as well as every

sue of the Journal unexpectedly ran short, which fact that several persons have not been supplied requested. of space given in this issue of the Journal to the

tate Association, makes it necessary to omit edid personal matter that will appear next month. ll need a few June, July, and December Journals

sending all or any of these will have the time of nded one month for each Journal received. Please

l be in usable condition when reaching us. We is to get December numbers, as they are much les of several Journal subscribers.

's' Association has come and gone. The attendal-in the neighborhood of 500. L. H. Jones made g officer, and the chairman of the executive com-, managed his part with such dispatch as to give The removal of "Head-quarters" to the Newthe place of meeting, was very generally approved. of the meeting found in this issue of the Journal is

HES are the next great educational need of Indien introduced into the Legislature providing for

f the efficiency of the secretary, Mrs. Anna E. H.

these libraries, and it is greatly to be hoped that it may become a large the Journal renews its request that every teacher shall write at one to his Representative and Senator and urge them to vote for the Let every teacher write at once and get some friend, not a teacher do the same. The Legislature is likely to do in this regard what people want them to do, and if the law is not enacted it will be fault of the teachers. Let every one do his duty.

Gov. Hovey in his message made a serious mistake in recomme ing that the funds raised from liquor licenses and dog-tax be dive from the school fund, for the purpose of building roads. The we of the state depends vastly more upon general intelligence than it upon good roads. This recommendation is still more surprising it light of the fact that the Governor at the same time recommends text-books, which means increased school expenses. The Johopes that the Legislature will look carefully into these recommetions, as well as to what the Governor says about the cost of text-before acting upon them.

A TOWNSHIP TRUSTEE CAN NOT VOTE TO MAKE HIMSELF A SUINTENDENT.—It will be remembered that Mr. F. G. Hornung, a troof Fayette county, voted for himself, and was thus elected count perintendent. Mr. J. S. Gamble, the old superintendent, contitue election on the ground that a trustee could not vote for him The lower court decided in favor of Mr. Gamble, and the case was pealed by Mr. Hornung to the Supreme Court. This court sustathe decision of the lower court. Judge Niblack, who wrote the cion of the court, said: "A township trustee acts in a fiduciary city in transacting the township business, and the law of fair deforbids that he vote for himself to fill the office of county superintent. An election by means of such vote is invalid. The annotement by the chairman of the meeting that such trustee, so voting himself, had been elected superintendent, though acquiesced in a meeting, did not amount, in law, to an appointment to that office

The Prizes.—It will be remembered that before the institute son began, the editor of the Journal offered a premium of a Teach Library, valued at \$100, to the county sending in the largest per-of its teachers as subscribers to the Journal. A \$52-set of Johns Encyclopedia was offered as a second prize, and also a third and for prize was offered. Only paid subscribers were to be counted, and basis of calculation was to be the actual number of teachers request of fill the schools of the county.

Owing to a press of work and severe sickness in the family of editor, sufficient data are not at hand to make a report as to which he counties secure the prizes, except as to the first and second.

iana School Journal.	117
counties distance all the others and s	ecure the
Teachers. Paid Subs. I	Percent
152 185 1	21.7
122 148 1	21.3
hat Grant beats Howard by only two	-fifths of
nties have done so well that the editor	r regrets
first prize for both.	
TEXT-BOOK QUESTION.	
spaper agitation of this text-book que	etion has
into the Legislature of a number of ext	
providing that the state shall compile	and nub-
vildest statements as to the cost of te	
state, the frequency of changes, etc., h	
sly accepted. There are many indicate	ions that
made by some hasty action based u	pon false
ay not only prove a calamity to the ed	
t will afford room for unprecedented jo	
by those whose position should rend	
ements, that the average annual cost, p	
c schools for school books, is three to	
er of fact the actual average cost to the	
A	
Following is a list of the text-books us	ed in the
and cities of the state, required for t	he entire
study in the common schools; the price	
which they are sold in Indianapolis and	i in most
state:—	
	.17
	2.11
c	.50
• • • • • • • • • • • • • • • • • • • •	.25
• • • • • • • • • • • • • • • • • • • •	.65
• • • • • • • • • • • • • • • • • • • •	1.00
ks)	1.75
• • • • • • • • • • • • • • • • • • • •	.60
o 6, inclusive)	.60
	7.62
one year	,.03 .95
position that each child completes the	
years and buys all the books new. A	s s-mat-
n completes the entire course. Two-	
	with OI

But it is a fact known to every one that upon an average, be country and town, at least one-third of the expense of school bot saved by the use of books previously used by older brothers anters. One physiology and one history, and usually one advanced graphy will serve an entire family of three or four children. This be the necessary average cost, per pupil, to forty cents per annum, it is safe to say that, making all allowance for swollen retail price for increased cost in some few counties that use primary books in metic and grammar, that the ultimate actual cost per pupil in the try and village schools of the state will not exceed sixty cents. And if in the cities the expense of drawing books, music books, writing material, etc., be not included, the total cost per average will not greatly exceed that for country pupils.

In the face of these facts, and with the certainty of the great and loss educationally that must necessarily result from the hasty ing of school books, like clothes, to order, it is a grave question who or not any radical change is desirable. We do not believe such lation can result in benefit.

Good school books are not the result of a day. They are of growth in the mind of the author and in the experience of the scroom. Prolonged experiment and revision are requisite for their fect graduation to the natural development of the mind. For graduation and classification of his work, the average teacher pendent upon the text-book.

Even if it be a wise thing for the state to take upon itself the nal obligation of making and supplying its citizens, at cost, wit general commodity, we doubt the policy of this scheme. A co for ten years would involve the obligation to manufacture books probable value of three million dollars. How easy, by a concreduction in quality, in the materials used, to increase the prothe contract by a million, at the expense of the people! It is, per easier to corrupt one small commission, than several hundred sentative boards of education!

With the state so heavily in debt and a large deficiency already staring us in the face, we can not see the wisdom of throwing away a million dollars' worth of books now in the schools, to attempt so doubtful and dangerous an experiment upon the public schools of the state. There are some arguments in favor of free text-books, but none whatever in favor of the state going into the publishing business.

The adoption of a law, as has been suggested by the State Superintendent, compelling cities to adhere to their own adoptions for a given number of years, as the townships must now do; compelling towns and villages to conform to county adoptions; empowering trustees to purchase books at wholesale and supply pupils at cost, with some other slight changes in the law as it now exists, would, we are confident, result in the best welfare of the public schools.

# QUESTIONS AND ANSWERS.

#### QUESTIONS BY THE STATE BOARD FOR NOVEMBER.

[These questions are based on the Reading Circle work of 1887 8.]

ARITHMETIC.—I. I bought goods to the amount of \$2,150, and sold them at an advance of 20%, taking in payment a note at 60 days, which I had discounted at bank at 10%. What did I gain by the transaction?

- 2. When it is noon at London it is 22' 24" after 6 o'clock in the morning at Cincinnati. What is the longitude of Cincinnati, London having no longitude?
- 3. Which is the greater, the interest or true discount of \$1,712 for 1 year at 7%, and how much?
- 4. Reduce  $6 \frac{6}{5} \frac{\text{of } \frac{3}{7}}{(6\frac{1}{5} 5\frac{1}{15})}$  to its simplest form, showing the processes
- 5. From the sum of 1.0015 and 1½ thousandths subtract 290½ tenthousandths, multiply the remainder by 7.03, and divide the product by 6 millionths.
  - 6. What factors must the L. C. M. of several numbers contain?
- 7. Find the amount in Sterling of 42£, 16s, 3d, for 3 years 6 mos., at 6%.
  - 8. a. What is the difference between Ratio and Proportion?
    - b. Explain the reduction of a compound ratio to a simple ratio.
- 9. The principal, rate per cent., and interest being given, how do you find the time?
- 10. A merchant has two kinds of sugar, one of which cost him 10 cents per 1b, and the other 12 cents per 1b; he also has 100 lbs. of an excellent quality, which cost him 15 cents per 1b. Now, as he ought

to make 25 per cent. on his cost, how much of each quality mustaken that he may sell the mixture at 14 cents per Tb?

GEOGRAPHY.—1. Explain the influence of the Rocky Mountain the climate and products of North America.

- 2. Name the leading vegetable productions of each of the Sou States, and show what commercial relation these states bear to regions because of these productions.
  - Describe the surface, climate, and productions of Mexico.
     Where are the following cities, and for what is each of the control of t
- noted: Naples, Edinburg, Pekin, and Constantinople.
- 5. Draw a map of Ohio, showing rivers and chief cities.6. Describe the Nile River, and explain its relation to the fe
- of the region through which it passes.

  7. Locate five large cities of the world that are near the 400
  - allel of North latitude..

    8. Locate Baltic Sea, Ural Mountains, Cape of Good Hope,
  - State, and Melbourne.

    g. What are the exports of Siberia? Of Cuba?
- 10. Show in what way the Southern States and New Englar related commercially, because of differences of climate and other ical conditions.

Physiology.—1. What is meant in Physiology by nutrition

- 2. Name the principal parts of the nervous system.
- 3. Describe the framework of the head.
- 4. Describe the structure of the vertebral column. -
- 5. Where is the spinal cord? What is its structure? Whits chief functions?
  - Name the special senses, and the organ or organs of each
     Where is the larynx? Describe its structure. What is its
  - 8. Describe the structure of bone. How is bone nourished
  - 9. What is a joint or articulation? What is a synovial memory.
    What effect does muscular exercise produce on the lungs

Science of Teaching.—I. "The purpose of education is to the body and to the soul all the beauty and all the perfect

- which they are capable."—Plato. Give your estimate of this education in a few sentences.

  What are the principal defects in the Chinese theory of
- 2. What are the principal defects in the Chinese theory of tion and their school system?
- 3. What good ends may be promoted by simultaneous or reading? What are its abuses?
- 4. In instructing a class the teacher calls the name of a mer the class, and then states the question. What is the objection procedure?

- Give an outline of the instruction in Geography in the course adopted in your county.
  - 6. Define inductive reasoning; deductive reasoning.
- U. S. HISTORY.—I. What is the general argument for Protection? The same for Free Trade?
  - 2. Name five songs intimately connected with the nation's history.
- 3. What war did the treaty of Ghent close, and what is remarkable about the treaty?
  - 4. What is a National Bank, and how is its circulation secured?
  - 5. What was the "Negro Exodus?"
- 6. Give the circumstances from which originated the story of Evangeline.
- 7. How is the number of Senators and Representatives from each State determined?
  - 8. What is an electoral vote, and how and when is it cast?
  - 9. What did the United States gain by the Mexican War?
- 10. What is the "Fifteenth Amendment," and why and when was it enacted?

GRAMMAR.—1. Write a ten-line description of your home.

- 2. Punctuate the following: "Fly Rebecca and save thine own life said Ivanhoe for no human aid can avail thee."
  - 3. Explain how the following expressions differ in meaning:

I learned my lesson.

I have learned my lesson.

I had learned my lesson.

- 4. State and illustrate four offices which a clause may perform in a sentence.
- 5. There are many men deserving reward who receive none. Parse the words in italics.
  - 6. Analyze the foregoing sentence.
  - Correct, if wrong, giving reasons for your corrections:—
     I fear we will have rain.

It is not me that he is angry with.

His wrath will consume ye.

How fortunate it is that neither of us were ill in the Hebrides.

- 8. Write sentences using the following words in the possessive plural: Child, fly, valley, piano, son-in-law.
- 9. Said he, "All that I am, my mother made me." Parse the words in italics.
  - 10. Analyze the foregoing sentence.

READING.—"I wander'd lonely as a cloud,

That floats on high o'er vales and hills,

When all at once I saw a crowd,

A host of golden daffodils;

Beside the lake, beneath the trees, Fluttering and dancing in the breeze.

Continuous as the stars that shine
And twinkle on the milky way,
They stretch'd in never-ending line
Along the margin of the bay;
Ten thousand saw I at a glance,
Tossing their heads in sprightly dance.

The waves beside them danced, but they
Out-did the sparkling waves in glee;
A poet could not but be gay,
In such a jocund company;
I gazed—and gazed—but little thought
What wealth the show to me had brought.

For oft, when on my couch I lie
In vacant or in pensive mood,
They flash upon that inward eye,
Which is the bliss of solitude;
And then my heart with pleasure fills,
And dances with the daffodils."

- Wordsworth.

Write five questions on the above suitable to be given to pupils to bring out the thought.

The candidate will read a selection and will be marked thereon on a scale of

# ANSWERS TO PRECEDING QUESTIONS.

READING.—1. Have you ever seen a daffodil?

2. Where do they grow in this country?

3. Why are the stars in the Milky Way called continuous?

4. Define jocund.

5. What is meant by "that inward eye which is the bliss of solitude"?

ARITHMETIC.—I. 120% of \$2150 is \$2580, selling price; 10% of \$2850 for 63 days is \$45.15, leaving proceeds \$2534.85; \$2534.85 less \$2150 is \$384.85, the gain required.

2. The difference of time is 5 hr. 37 min. 36 sec. This multiplied by 15 gives the difference of longitude 84° 24'. : Hence the longitude of Cincinnati is 84° 24' W.

3. 7% of \$1712 = \$119.84, interest;  $\frac{7}{107}$  of \$1712 = \$112.00, true discount; \$7.84 = difference.

4. Multiplying both terms by 15 we have—

$$\frac{\frac{25}{7}}{93-79} = \frac{\frac{25}{9}}{14} = \frac{25}{95}$$
, Ans.

```
5 = 1.00275
05 = .9737
6 845111
```

 $0006 = 1140851\frac{1}{4}$ , Ans.

nust contain all the prime factors of the several

£42.8125. The abstract decimal corresponding given time at 6% is 1.21.  $f_{42.8125} \times 1.21 =$ ng the decimal back to pounds, etc., the result

e relation between two quantities, expressed by ortion is an expression of the equality of two and ratio is the product of two or more simple ultiply antecedents together and consequents

the mixture at 149 and gain 20%, the question mix sugars costing 10 and 12# with 100 lbs. costixture will cost 111/9?

ure,---

 $\begin{cases} 3 & 1\frac{1}{5} \\ 3 & \frac{4}{5} \end{cases}$  first group; a net gain of  $\frac{2}{5}$ .

 $\begin{cases} 3 & 1\frac{1}{5}c. \\ 3\frac{1}{5}c. \end{cases}$  second group; a net loss of  $\frac{13}{5}f.$ 

e gains and losses we must multiply the first econd group by 2. Thus we will get,-

third group.

roup by 50 and we get,—

ents. the mixture required.

be found, as,—

ents. 450 550 Etc. 350

Protection fosters the manufactures, secures to our own wage-earners, and prevents the ruine pauper labor of Europe, and furnishes a good ltural products. (b) On the other hand, Freetection encourages monopolies and trusts, adds all protected articles, and operates against the he rich.

; The Star Spangled Banner; Hail Columbia; Dixie.

of 1812. (b) It did not even mention any of the the war.

4. A bank organized under the laws of the United States, whose circulation is secured by government bonds deposited in United States treasury.

5. A wide-spread emigration of the colored people from ser Southern States—notably the Carolinas and Mississippi—to Ka and other Northern States, to secure to themselves political and rights which were denied them at home.

6. In 1755, in a short campaign, the British subdued the Fr colony of Acadia or Nova Scotia, and after destroying their hobrutally forced the Acadians on ship-board and carried them a helpless, starved and dying, and scattered them among the Eucolonies. Families and friends were cruelly separated from each omany of them never to meet again. The poet represents Evang as one of those who spent her life in a vain search for her love friends.

7. Each State is entitled to two Senators. The Representative ach State are in proportion to its population, and a new apportment is made after each census, or every ten years.

8. Each State elects or appoints as many electors as it has tors and representatives. These electors meet in their respective on the second Monday of January and cast their votes for Pre and Vice President.

 The whole of New Mexico, and Upper California; free n tion of the Gulf of California and the river Colorado.

10. The Fifteenth Amendment became a law March 30, 187 provides that the right of citizens of the United States to vot not be denied or abridged on account of race, color, or previou dition of servitude. It was intended to confer the right of suffr the emancipated black men of the South and colored citizens North.

GEOGRAPHY.—I. Had the Rocky Mountains trended ea west, our climate would probably be semi-tropical, like that of ern Europe. But as they are, they allow the cold storms from North to come down, causing the cold winters and terrible bliftom the northwest. They cause abundant rain-fall.

Louisiana—Sugar, cotton, corn, rice, tobacco, and fruits Mississippi—Cotton, sugar, wheat, and corn.
 Arkansas—Cotton, corn, and wheat.
 Texas—Sugar, cotton, corn, and wheat.
 Virginia—Corn, wheat, and tobacco.
 North Carolina—Pitch, tar, turpentine, and tobacco.
 South Carolina—Cotton, rice, and tobacco.
 Georgia—Cotton, tobacco, and sweet potatoes.
 Alabama—Cotton, corn, and sweet potatoes.
 Florida—Oranges, lemons, and figs.

1 . 211

orn, wheat, and tobacco. rn, wheat, tobacco, and hemp. n, wheat, tobacco, and hemp. -Corn, wheat, and tobacco.

rn, wheat, and tobacco.

ommercially very important, particularly on ac-, rice, sugar, hemp, tobacco, tar, turpentine, and

are not grown in the other states. ty plateau, except narrow plains along the coasts.

sed by several mountain ranges. The climate ry hot and unhealthy; in the interior it is, owing htful.

thern Italy, is noted for its delightful climate, d Vesuvius. Edinburg, the capital of Scotland,

and scenery. Pekin is the capital of China, and

l largest city in the world. Constantinople, the an important commercial port and has one of the

world. chief river in Africa, rises in two large lakes,

on the equator, and flows north into the Mediterof the Nile Valley is wholly dependent upon the

e, which occurs in June, and brings down a vast and is the only water supply, as no rain ever falls he Nile to rise to its usual height causes failure

irs, gold, silver, platinum, and fossil ivory.

ar, tobacco, and tropical fruits. owing to its abundance of water power, and poor

ly in manufactures and commerce. The South, raises the cotton to supply the manufactures of turn receives manufactured goods and machin-

es just what the other needs. Fly, Rebecca, and save thine own life," said

nan aid can avail thee! " esson refers to past time, but does not designate

ular part of **R**. my lesson, refers to that portion of the past im-

preceding the present. my lesson, refers to past time preceding some

in the past. be, (a) the subject; (b) the object; (c) an adan adverbial element.

hall do, is uncertain.

you are exhausted.

vho faiters is a coward. ing comes, the flowers bloom. 5. There is an expletive adverb, used to introduce the sentence.

Descring is a present active participle, modifying men.

None is a pronominal adjective, representing reward.
7. (a) I fear we shall have rain. Will should be shall, in the

- (b) It is not I, with whom he is angry. Me in the object should be I in the nominative. The arrangement is
- (c) His wrath will consume you. Nominative ye should objective you.
- (d) How fortunate it is that neither of us was ill in the Hodes. Plural were should be singular was.
- 8. I am the *children's* teacher. Flies' wings are transparent. valleys' direction is north and south. The pianos' tones were dent. He went to his sons-in-law's houses.
  - Said is an irregular transitive verb; active, indicative, past to third person, singular number, its subject he.

All is a pronominal adjective, representing some noun up

That is a relative pronoun, connecting the clause I am, to it is nominative case and predicate after am.

it is nominative case and predicate after am.

10. A complex sentence. He said is the principal proposi
My mother made me all, and that I am, are the subordinate claus

Physiology.—1. By nutrition is meant all those secret and vechanges of substance which are constantly going on in the body which are essential to life. They are assimilation, secretion,

- excretion.

  5. The spinal cord is located in the interior of the spinal cold it is composed of nervous tissue, and is divided lengthwise by a terior and anterior fissure almost separating it into two lateral of the gray matter is inside, and the white matter outside. Its fundare sensation and motion.
- 8. Bones are hard, firm substance, forming the frame-work of body. They are of various shapes, so as to secure firmness, streamd lightness. They are composed of cartilage, phosphate and bonate of lime. They are covered with a membrane called persum, which nourishes the bone.
- 9. A joint is the union of two bones in such a way as to all motion upon each other. The membrane covering the extremit bones in a joint and inclosing it, is called the synovial membrane
- 10. Exercise causes increased circulation, sending a greater at of blood to the lungs, and causing increased action in them to soxygen for the blood. Judicious exercise tends to expand and dethe lungs.

Science of Education.—1. As we regard it, intellectual ention is of far more importance than physical. We aim to cultivate

the mind more than to develop to their fullest dy. Plato places the perfection of the body be-We reverse this order. Education is cultured e addition of new beauty.

In method of China consists, not in developing, g. Their instruction, while widely diffused, is merely to exterior culture. Their schools are amming. Their education is largely memorizing. ught worthy of education.

ert reading encourages the timid, prevents readow, holds the attention of the whole class, and by to the recitation. On the other hand, it may ends to a mechanical sing-song way of reading, lation and accentuation, and gives mere mechanwords. It should be used with great care.

ther members of the class from thought and atne called upon is likely to think of the question. the answer, it matters little who is called upon to

ning proceeds from the particular to the general soning is the converse and derives the particular l. Induction is a synthetic process. Deduction

# T OF QUERIES AND ANSWERS.

ncted by J. C. GREGG, Superintendent of the Brazil S-hools, or matter for this department to him.]

#### VERIES AND ANSWERS.

QUERIES.

he price paid for slaves in Virginia in 1619 and H. Stuhrman.

own as "The Great Commoner"?

J. D. FRENCH.

en Victoria's sur-name?

Id

as it said that "When the ermine of official robe hed nothing less spotless than itself"?

JULIUS STALDINGS.

ecial purpose does the boundary line of Minne-49°? L. M. F.

e founder of the English novel? A TRACHER.

168. A grocer wishes to mix sugars worth 10 cts. and 12 cts. a b with 100 lbs. worth 15 cts. a b, so that he may sell the mixture at 10 cts. a b and gain 25%; what is the least integral number of pound in the mixture?

169. Find the interest of \$5064.30 for 7 months, 12 days, at 7% is New York.

170. Find the rate of interest when stock bought at 40% discour yields a semi-annual dividend of 5%.

# A E C D

#### ANSWERS.

A B = diameter of circle = 12 feet. Take C D =  $\frac{1}{2}$  B C = 3 feet.

" ED = FD; then will

E F = side of pentagon.

B By right-angled triangles find E F=7.0534

and the apothegm of the pentagon=4.8541

and the area of base 85.565086, and of the lateral surface 176.335576. By means of the aporthegm and slant hight we find the axis of the pyramid 8.74286 and the volume 249.448771.

J. P. Shutt.

151. Let 100% = value of building.

66% % = amount insured.

33½ % = owner's risk.

1¾ % of 66% % = 1½ % = whole premium.

50% = Mutual's risk.

16% % = Union's risk.

1½ % of 16% % = ¼ % = " premium.

50% + ¼ % - 1½ % = 49½ % = Mutual's loss.

16% % - ½ % = 16½ % = Union's loss.

32% % = the difference.

Then 32% % = \$49000.

1% = \$1500.

33½ % = \$50000.

1½ % = \$1750.

33½ % + 1½ % = \$51750, owner's loss.

B. W. Ayres

152. Let 100% = par value of 1st stock.

90% = 1st investment. 105% = selling price.

105% - \$33 = 2d investment.

 $\frac{100}{03}$  (105% — \$33) = par value of second stock. Then  $\frac{50}{03}$ % (105% — \$33) + \$11 = 90%, and multiply by 51.

5250% - \$1650 + \$561 = 4590%. Whence 660% = \$1089.

60% = \$99.

30% = \$49 50.

90% = \$148.50, 1st investment.

HARRY W. WRIGHT

153. Memory is a psychical phenomenon, but is affected by phenomenon.

G. E. WILLIAMS

154. "The vinegar bible" was so named from a misprint in the head-line of the 20th chapter of Luke, which was given as "The Parable of the *Vinegar*" instead of Vineyard. It was printed at Oxford, England, in 1717.

J. H. LANKEMAN.

155. "Thanatopsis."

J. F. Hood.

"The Closing Scene," a poem by T. B. Reed.

CHARL PHENIS.

Longfellow's "Song of Hiawatha."

SAM BLY.

"The Closing Scene."

CLARA GRINDLE.

#### CREDITS.

Calvin Asbury, 154; B. W. Ayres, 150, 151, 153; Clara Grindle, 154, 155; G. E. Williams, 151, 152, 153; Gaylord Worstell, 152; J. H. Garver, 151; J. K. B., 148; Prof. A. M. Scripture, 141, 139, 140, 142, 143; "Orm", 151; H. D. McLaughlin, 152; Mollie Tolley, 151, 152; Edward Lee, 151, 152; Samuel Gifford, 151, 152; Ora Bridge, 152; M. E. Hillis, 148; W. Small, 144, 145, 146, 147, 148; W. R. Murphy, 145, 146, 148, 149; E. L. Wisler, 146, 149; J. F. Hood, 146, 148, 149; Charl Phenis, 152, 154, 155; D. P. Barngrover, 154; James F. Hood, 151, 152, 153, 154, 155.

Answers to queries 156 to 161 will appear next month.

#### MISCELLANY.

THE NORTHERN INDIANA TEACHERS' ASSOCIATION will convene at Warsaw this year, about the last of March. Mr. T. J. Sanders, ch'n of the Ex. Com., is planning to have the largest and best meeting in the history of the Association.

WHITLEY Co.—The Institute was held beginning Dec. 24. It was largely attended and the interest was good. The principal instructors were R. G. Boone and W. N. Hailman, and of course the work was done in the best way. Supt. Alex. Knisely is doing much to advance the educational interest of his county.

THE CONNERSVILLE schools celebrated their annual "Visitors' Week," beginning January 21. This is a week of oral examination in the high-school, and a week set apart for all the parents to visit all the schools. Every patron is expected to visit the schools at least once during the week. Supt. Hunter does well when he fixes a time for visiting—general invitations do no good.

THE INDIANA UNIVERSITY celebrated the sixty-ninth anniversary of "Foundation Day" on January 21. There were two addresses, one by Pres. Jordan on behalf of the Faculty, and one by D. D. Banta, a former graduate, and at present president of the board of trustees of

the University. His subject was, "The Seminary Period of the versity"—1820 to 1828. The occasion was one of much interest.

THE State Board of Education at its last meeting changed the of examination for primary license from June, July and Augus March, April and May of each year. Examinations for profess and life state license will be held as usual by the county supering ents (the state board furnishing the questions), in February, Mand April. For full particulars as to conditions, subjects examination upon each month, etc., apply to State Supt. La Follette.

ST. JOSEPH Co.—The 24th session of the Teachers' Institute

held at Mishawaka, commencing Dec. 21. The instructors were W. Hodgin and Wm. J. Bryan. Alex. Forbes of Chicago, and I Brown each lent valuable assistance. The attendance was unus large. The enrollment reached 190, besides many visitors. Retions were passed urging the Legislature to provide for free text-b compulsory education, and the teaching of the effects of alcohol consistent in the schools. The expenses of the institute were \$11 leaving a fund in the treasury, for library, of nearly \$150. The line is already quite large and is increasing every year.

FANNIE MARBLE, Sec'y.

CALVIN MOON, A

#### HISTORY OF INDIANA.

ED. SCHOOL JOURNAL: My attention has been called to an hical sketch of Indiana in a "Program of Exercises" issued own name of State Supt. La Follette, for use in the schools on the second anniversary of the admission of Indiana to the Union. tract the following:

"Indiana has been occupied by five races—the Mound Bui Indians, French, English, Americans. \* \* \* \*

When, in 1671, the French under La Salle discovered the countered they found what is now Indiana occupied by the Miamis and king tribes. Between 1702 and 1710 the French established trading at Vincennes, Thorntown, and Ouatenon, or Weatown, and the Willey became the route of communication between the French sements of Louisiana and New France, or Canada. In 1763 the lincluding the territory north of the Ohio and east of the Missis was ceded by France to England. By the treaty of 1783 this ter became a part of the United States, and by the ordinances of 178 1787 it became the Northwest Territory, being subsequently dinto the States of Ohio, Indiana, Illinois, Michigan, and Wisco In 1791 Gen. St. Clair, with 1,400 men, near where Fort Wayne stands, was attacked by the Indians and overwhelmingly defeated 1794, near the same place, Gen. Anthony Wayne met and comp

nd their British allies from Canada. Indianaparate Territory in 1802, with Vincennes for its-I. Harrison as military Governor. In the battleber 7, 1811, Gen. Harrison defeated the Indianaother of Tecumseh, the great warrior. This was

attle in Indiana."

Its the following facts are noteworthy: 1. The Americans are not different races. 2. When Laportion of Indiana in 1671 he did not find it in-

portion of Indiana in 1671 he did not find it ins and kindred tribes—at least there is no record
derable evidence that he did not. 3. Between
nch did not establish "trading posts at Vind Ouatenon," or at any other points in Indiana.
blished about 1720, Vincennes 1727, and Thornnch post. 4. There was no ordinance of 1785.
en as to the place of St. Clair's and Wayne'sem "near where Ft. Wayne now stands" and
etch of Indiana history, is sure to be productive
were fought in Ohio, and at points so separated
been distinguished more explicitly. 6. Indiana
separate territory in 1800. 7. William Henry

h a document are somewhat startling, and yet h when one considers the ordinary written hisobject in calling attention to them is to urge the tention to the history of the state. Indiana has here are few things in which she is so far behind the preservation of her own history.

nilitary governor," but of the ordinary "civil"

J. P. Dunn, Jr.

#### ADING CIRCLE NOTES.

#### MEMBERSHIP.

owing counties have been received since the last

 80	St. Joseph county	136
 114	Delaware	126-
 123	Union	41
 161	Jackson	150
 166	Fayette	45
 48	Madison	173.
 120	Owen	95
 155	Howard	90
 65	Perry	55

Vigo 19	37 Fulton
Warren 8	86 Kosciusko
Montgomery 11	18

Madison county reports several persons doing the reading winot teachers,—a good example to follow,

Every teacher in Delaware county employed in the district sis enrolled, together with some of the graduates of these schools

Shelby county enrolls as a member the Superintendent of the byville schools—J. C. Eagle.

Warrick county is proud of several of the graduates of the d schools who do the work of regular teachers in township institut the reading circle. When township institutes are attended, as case, from a desire to learn and to help others, then they will complete success.

Franklin county enrolls all the teachers in the T. R. C. and he flourishing circles among the young people.

Supt. Nourse, of Spencer county, reports that Marble Faun much enjoyed by his teachers.

Several officers and teachers have promised articles for this describing in detail exercises they are conducting with the dren in connection with the reading circle work. They are reminded of those promises, and others are requested to contrib

Information has come to hand of some very interesting attenthe children to verify, by observation and experiment, the statemetheir books; also accounts of compositions written by the chibased upon their reading. Such matter would be very interesting suggestive. Please let your light shine in these pages.

### PERSONAL.

- J. D. Brant is principal at Grandview.
- W. R. Humphrey is now Prin. of the normal school at Coving
- J. D. White, principal of the Pendleton schools, has had a turn of sickness.
- T. W. Fields, formerly of Kewana, is now editor of a paper a liamsburg, Kan.
- A. J. Johnson, formerly of Milton, Ind., is now associate priof a normal school at Sherwood, Mich.
- Supt. Hailman and wife, of La Porte, are engaged to do four summer work at Fremont, Neb., next June and July.

Hobbs recently had the misfortune to lose two hand. The wound is healing rapidly, and Mr.

Wabash College, who is one of the best, if not his country, has been engaged to revise Gray's. This is quite a compliment to Prof. Coulter

Earlham College, is away on a leave of absence. s now in Egypt. He will visit Palestine, South tland, and Ireland, and return to this country ext.

, late principal of the schools at Lynn, and ag't lolph county, recently died of Bright's Disease. of much promise, and leaves a large circle of a his untimely decease.

with, wife of Frank P. Smith, Supt. of Orleans
She was a lady of many noble traits and best
wher best. The Journal joins his many friends
sympathies to the bereaved husband.

State Association, tendered his resignation as ing Circle Board. This is to be very much rehave been indefatigable in the interest of the success is attributable to his wise counsel and

ot. of Franklin county, was appointed by the l the place on the Reading Circle Board occaon of Prof. Boone. Mr. Crecraft is one of Indipunty superintendents, and will make a good

for several years past has been principal of the ngton, was married Dec. 24, to Miss Allie D. t was a teacher in the normal, and a good one. e principal of the school was her aptest pupil. are now "at home" in Marion, Ind.

several years past a teacher of Natural Science h-school, has been elected head teacher of Scisco high-school at a salary \$2160. Miss Martin rker, an enthusiastic teacher, and last but not n. The Indianapolis school board, in accepting sed their high appreciation of her work. They place. The Journal can not do better than to

place. The Journal can not do better than to great success in her new position as she has a has just left.

### BUSINESS NOTICES.

SCHOOL BOARDS contemplating changes can learn the addresses of the Western and Eastern teachers, willing to change places, by addressing the Brewer, manager of the Teachers' Co-operative Association, 170 State Chicago. We can assure all who write of confidential and honorable ment.

COLUMBUS NORMAL SCHOOL AND BUSINESS INSTITUTE. — Cats mailed free. Address J. E. POLLEY, Principal, Columbus, Ind.

Supt. W. B. OWEN, of the Edinburg schools, is available as a populaturer. His lectures under the following titles: "Getting Rid of the "Two Kinds of Honesty," "Mistakes," "Girls," "Boys," have be received by the local press wherever he has delivered them. He is be called to nearly every place. High-school Lecture Courses will do securing his services. Address him at Edinburg, Ind.

HAHNEMANN MEDICAL COLLEGE AND HOSPITAL OF CHICAGO, ILI policy of this institution is to make no promises for Hospital or Co lege clinics, sub-clinics, or any means for study and observation, that are not and righteonsly kept. The Thirtieth Annual Course of Lectures with in Sept. 1889, and continue for six months. For full particulars, ca and Clinique, address, E. Z. BAILBY, M. D., Registrar, 3034 Michiga Chicago. Mention this paper.

THE PRESIDENTIAL INAUGURATION, March 4th, will take thous people to Washington City. Extensive preparations have been made will be cared for. The Pennsylvania Railroad is the best equipped all regards that runs from the West, especially Indiana, and takes pathrough without change of care. Every preparation is being made large numbers and do it in the best style possible, and at rates as lolowest. For particulars call on any Pennsylvania Line agent, or add 2-1t

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High School Assistants		44	450 t
Principalships Town Schools		"	500 to
Grammar, Intermediate, and Primary	"	46	35 t
PRIVATE SCHOOLS	s.		
Several College Presiden ies. One Normal Pr	esidenc	: <b>v</b> :	
Several College and Normal Professorships			\$8co
Director of Music for Normal	•• ••••	• • • • • • • • • • • • • • • • • • • •	••••••
Reading and Elecution			
Training Teacher, City Normal			
Of the 270 places now on our books 222 are			

Of the 370 places now on our books 232 are direct calls from the directors, and superintendents. It is now well known to authorities Teachers' Co-operative Association never recommends a teacher who succeed. It is impartial in its work. Hence a teacher recommended Agency is sought as one who can be depended upon.

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1-tf MRS. ELIZA A. BLAKER, Indianapolis, Ind.

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# INDIANA

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### THE PROMOTION OF PUPILS.

[From the forthcoming Report of Dr. E. E. White, Supt. of the Cincinnati Schools.]

the Cincinnati Schools are now promoted, not on the results of stated examinations, but on their fidelity and success in school work as estimated and recorded by their teachers at the close of each school month. These estimates are based primarily on the fidelity and success of the pupils in their daily work, as remembered by their teachers, but their success in meeting the various oral and written tests which may have been used in the month for teaching purposes, are also considered. The rules require these monthly estimates to be made without the laily marking of pupils and without the use of monthly or other stated examinations for this purpose. They are simply the judgments of teachers based on their knowledge of the work of pupils during the month.

These monthly estimates are made on the scale of 1 to 10, the number 4 and below denoting very poor work, 5 poor, 6 tolerable, 7 good, 8 very good, 9 excellent, and 10 perfect. In reporting estimates the initial letters are used,—Pr. denoting perfect work (little used), E excellent, G very good, G good, T tolerable, P poor, P very poor, F failure. The standing of pupils is first estimated by teachers as excellent, or good, or poor, and these three estimates are sufficient for all practical purposes. The higher and lower estimates (as G and T), are used when greater accuracy is desired.

The monthly statements of teachers are recorded in a book conveniently arranged for the purpose, and they are aged twice a year—in February and in June; and, who averaged, they are approved by the Principal, who mak self familiar with the progress and proficiency of the purpose der his immediate supervision. To this end, he subject pupils in the several grades, as they advance in the consuch oral and written tests as will indicate their proficient be suggestive and otherwise helpful to teachers. Once a or once in two months, as may be preferred, these record mates are reported to parents for their information. No exare recorded in first-year and second-year grades, and no reports of the pupils' standing in these grades are maderents.

At the close of the year, the pupils are promoted on the

titling a pupil to promotion. In case a pupil stands below (or 7) in one to three branches, he may be promoted, puthat these lower estimates are not all in the daily and resential branches, and provided further that the pupil's diligence in study and good conduct, considered in committee with other circumstances, give satisfactory evidence that moted, he will be able to do successfully the work in the grade. The "other circumstances" considered include and health of the pupil, length of time in grade, prior advantages, future opportunities, etc.,—in a word, the true interests. The record books used for the recording mates are so arranged that a pupil's standing for each for each half year, and for the year, can be seen at a and the pupil's fitness for promotion, as shown by the testimates, be quickly determined. It does not require to

corded estimates, a standing of good or higher in each bra

eral average is used in promoting pupils.

In case a parent or guardian is dissatisfied with a pup promotion, such pupil's proficiency is, on the application parent or guardian, determined by a written examinate results of the same being considered as additional evic the pupil's fitness for promotion.

ing of a general average for all the branches, and no su

I have thus stated, as concisely and clearly as possibly, the plan of promoting pupils which has been substituted for the examination system, so long used in this city. The new plan was adopted by the Board of Education in March, 1887, and two annual promotions have been made under it.

### What is the result?

The results of the promotions made in June, 1887, were fully stated in the report for that year. A comparison of the teachers' estimates the last half of the year with the results of the two written examinations in the first half showed that the estimates more fairly represented the proficiency of pupils than the examination results, and the results of the written examinations, taken by non-promoted pupils at the close of the year, strikingly confirmed the reliability of the teachers' estimates.

The promotions in June last bear similar testimony. In a single week, twenty-two thousand pupils, including those in the H and G grades, were quietly promoted. There was no examination worry or excitement, and no over taxing of nervous energy in examining to make up for lack of application or loss of time, or to satisfy the anxiety of parent or pupil. These were obvious results.

Fewer non-promoted pupils applied for examination than in the previous year, and these, with few exceptions, failed to reach the required standing, thus confirming the accuracy of the teachers' estimates. In the A and D grades, whose pupils are promoted directly by the Superintendent, 106 non-promoted pupils, (96 in D grade and 10 in A grade) were examine 1, and of these only five (4 in D grade and 1 in the A) reached a standing of G or 7, and these had a fair estimate standing. All the results known warrant the belief, expressed last year, that the pupils in the schools have never been better classified than they are the present year.

In support of this belief we submit the following comparisons:

1. Of the pupils remaining in the three Intermediate grades (A, B, and C,) in June, 1886, over 87 percent were promoted on examination, and of those remaining in June, 1888, only 86 percent were promoted on the monthly estimates.

- 2. Of the pupils remaining in the three upper Districts (D, E, and F,) in June, 1886, over 91 percent were proton examination, and of those remaining in June, 1888, or percent were promoted on the monthly estimates.
- 3. Of the pupils remaining in the A grade (8th ye June, 1886, 81 percent were promoted on examination, those remaining in June, 1888, 85 percent were promoted monthly estimates.

Of the pupils remaining in the D grade (5th year) in

1886, 93½ percent were promoted on examination, and o remaining in June, 1888, only 86½ percent were promothe monthly estimates.

It is thus seen that with one exception (the A grade) a percent of the pupils have been promoted under the nethan were promoted under the examination system, and to sonable presumption is that fewer unqualified pupils have promoted; and this is sustained by the subsequent progethe pupils. The percent of A-grade pupils promoted this a little greater than in 1887 on the estimate plan, as we 1886 on examination. This result is due in part, at least, fact that fewer weak pupils were in the A grade last yell-assistication being better.

It is believed that in a well graded system of schools fi

to 90 percent of the pupils remaining at the close of each should be prepared for promotion, and the higher the gra greater should be the percent of pupils promoted. It tainly a mistake to hold any teacher responsible for the tion of all the pupils who remain in school during the There must be from year to year a separation of the w pupils from those who are able to advance more rapidly. only by such re classifications that the interests of all the can be best subserved. It is a great wrong to strong c to chain them to weak ones, and oblige them to keep s gether through a series of years. It is also wrong to the who need to advance less rapidly and to have more help way. There is at best a considerable sacrifice of talent a portunity in a graded school system, and great pains sho taken to make this as small as possible. The mind of moderate power should not be sacrificed by requiring it to reach unattainable results.

But the chief reason for the change in the plan of promoting pupils was to free the instruction of the school from the narrowing and grooving influence of the examination system, and secure needed improvement in methods of teaching, and in the course of study. In these important directions the change has been attended with most gratifying results.

It has not only secured more attention to those studies and exercises which were neglected under the examination system, the results not being easily measured by written tests, but it has permitted and encouraged wider and more rational teaching. These desirable changes have been specially noticeable in moral training, reading, language, and geography, and in all branches there has been an increasing use of methods that look to right training rather than to the preparation of pupils to meet mechanical and memoriter tests. If there be any teachers in the schools, who are not teaching better, the fact must be due either to lack of interest in improved methods or inability to use them, and there may be a few teachers in this condition.

It is true that the success of the new system depends much on the Principals who have the immediate supervision of the work of the teachers. In the study and adoption of improved meth ods, the Principal of the school must be the leader. If he be not intelligently and heartily enlisted in the reforms instituted, the progress of the teachers under his direction will be unsatisfactory. The continued use of tests that call for old results, will keep most teachers in the ruts, and a Principal may thus perpetuate in his school some of the hindrances of the examination system.

The use of tests that stimulate and encourage progress is one of the most obvious advantages of the present plan. Written tests are now used for teaching purposes, and not to afford a standard for the promotion of pupils. This fact mades it possible to use tests that disclose defects in instruction and suggest improvements, without sacrificing the interests of pupils. The use of

such tests is always difficult when the promotion of the p in a class depends on the results. It certainly is not rig keep pupils in a grade an extra year because the teacher failed to teach certain facts which the Superintendent would

to see taught in the fature; and yet the use of examination tions touching such facts is a most effective means of sec future attention to them. The attempt to prepare question will be suggestive to teachers and pupils, and, at the same be fair and proper tests of the pupil's fitness for promoti 21ways difficult, if not impossible. Promotion questions, rule, are narrow and technical, and, as evidence of the attainments of pupils, misleading. The fact that they are u within the minimum requirements of the course and are g to the attainments of the weaker pupils, results in the ma of pupils much too high. The pupils in our schools have re no such standard of attainment as their examination percen have indicated. The number of pupils "perfect," or very to perfect, has been marvelous. The pride of parents at pils and teachers may be flattered by such results, but all been greatly deceived. One of the most gratifying change der the estimate plan has been a truer representation of the tual attainments of the pupils.

It is doubtless too early to claim for the estimate plan consuccess, and it is certainly too early to determine its final ence on school work. The system needs careful and intel oversight and direction, and this is true of all school deviate better the device, the greater intelligence required for it A machine can be "run"; a true method must be administ It is proper to add that the success of the estimate plan in cinnati is not conclusive evidence that it will be equally suful elsewhere. The organization and supervision of the C

nati schools are well adapted to the administration of the sy

<sup>&</sup>quot;What is a lake?" asked the teacher. A bright little boy raised his hand. "Well, Mickey, what is it?" "Su a hole in the keys, mum."

### IN ITS RELATION TO THE COM-MUNITY.\*

L. BUZZELLE, LAFAYETTE.

parent. As child it must depend upon the rits sustenance. As parent it must train the or useful life and worthy deeds. Society reat its duty and its interests consist not only nee and punishing crime, but also in nourishmellectual forces in its midst.

s passed the stage where he ponders the quese shall educate his children. He looks upon urse, and only questions as to the best and cans to accomplish this end in such a manner at with their needs and circumstances.

sk for a practical education, and by this they which will meet the exigencies of the everyth individual. Hence there will be as many t is practical as there are individuals to be of the public school is to educate. This is Discussion naturally turns on the question,

?" and here again we have a multitude of Agesilaus, when asked what boys should be What they will have to do when they become a respectable number of thinking men at the the same opinion.

educational system has the dignity of a pope, much of it is mere fault-finding, indulged dyspepsia. The fault finder rails indiscrimhe satisfaction it affords. He rarely suggests y of improvement, or if he does attempt it, sually something wholly impracticable or absource of criticism upon the manner in which he its obligation to the public seems to lie in d unreasoning imitation. School authorities,

Paper read at the late State Teachers' Association.

instead of carefully studying the educational needs of the or munity in which they move, through ignorance or indolence, disposed to model their system after another, which, tho never so excellent and well adapted in the place for which it designed, may not be at all suitable to another with diffe surroundings and conditions. Thus the city high school a the college, and the village apes the city, until the village sch with three or four teachers, is burdened with a curriculum ponderous that its efficiency is seriously impaired, and the wieldy thing becomes a fair target for criticism and for eridicule.

### COMPULSORY EDUCATION.

Society must be organized for mutual aid and protection, per consequence, there must be government, and it follows the governed must surrender some individual privileges in to obtain the benefits of organization, and must submit to retions laid down for the common weal. If the state, there deems universal education so important to the well-being of people as to provide facilities for it at the public expension would seem that she would have the same right to call upon subjects authoritatively for the repelling of an insidious foe ignorance, as for the repelling of an invasion of barbar. Whether in the present state of public opinion compulsory cation is necessary and feasible is another matter.

In its relations to the people the school must influence and wealth, pauperism and crime, human happiness, more and government. Through knowledge imparted and me faculties strengthened and sharpened by discipline, labor is a effective, better directed, and more skillful. General enlighment stimulates the invention of labor saving machinery, for tates the production and distribution of commodities, election individual in the proportion that it enlarges his natural oblities, gives greater command of the forces of nature, and wates man from stupid drudgery to the control of power who in muscle or machinery.

To obtain a view of the relation of school to pauperism, pare the statistics collected by Amasa Walker regarding

d and Wales paupers constituted 4½ pern; in Holland 8½ percent; in Belgium 16 ed States less than ½ of one percent. It is ow much of this disparity, so favorable to general education. Yet who will say that is not deserve a commendable share of credit tion?

riminal statistics that crime decreases as edad it is out of a full understanding of this say, "It is cheaper to build schools than s." It costs less to educate a dozen boys nurderer.

vates the moral and mental qualities, quick-

ind intuitions, awakens the higher sensibiligher and nobler feelings into predominance seem to go without saying. Universal edk of the nation's liberties. The ballot in the s the tool of knaves. The man who can not trusted with the ballot, and indeed merely is not sufficient for its intelligent use.

y comes up: Teach the children love of

ountry, good citizenship and sound ideas of do not meddle with politics or religion! vote intelligently, but do not say a word ach them the terrible effects of alcohol, but ibition! Teach them to be good, but don't are must be no divine element in the chilion: they must be good for goodness' sake. but leave them free and untrammelled to I convictions from the tap room, and the unbiased fountain head of political knowlwspaper! The only correct political teachthe political boss! The teacher might let or his teachings. The newspaper is free

of education is "the attainment of the high-The great work of the public school is to rection may lie within the individual.

H

٠.

Handsome buildings, sonorous methods, and courses of st do not make a school. To command the highest success it make have brains, and heart, and life. For teachers it must have men and women, and not sticks. For pupils it must have dents, and not mere fillers of seats.

To sum up the office which the public school should ender to perform:—

To establish in the child the true principles of right living equip him for the battle of life, cultivating the soil with dugard to the fruits it can most efficiently bear; to prepare with the least possible waste of time and energy, to disch honorably and manfully his duty toward his God, his cour and his fellow-man.

# THE TEACHING OF PATRIOTISM THROUG PROSE, POETRY, AND SONG.

### CHARITY DYE, INDIANAPOLIS.

Part I .- Teaching Patriotism through Song.

THE rythmical element belongs everywhere. It is in the brations of Niagara as well as in the brook and in the ope of the evening primrose.

"For Nature beats in perfect tune, And rounds with rhyme her every rune, Whether she work in land or sea, Or hide under ground her alchemy."

The unifying effect of rythm on mankind in masses can be measured. Victor Hugo tells us that we need not fear enemy at the gates when the mass is thus moved by the and the heroic—then "enthusiasm works its transfigurate give but the word and it [the mass] will re enact Thermopy. Who that saw upon so many occasions last fall, men and we (and sometimes children) gathered together and moving the flag, with one step and one heart beat to the music on national airs—did not have the chords of deepest patria awakened at the spectacle? Many a listener to this music

again "climb to the awful verge of manne bugle call of '61.

cially rythmical in thought and action. Did w very small children preferred skipping to not some deep principle back of the univerhave for Mother Goose's Rhymes? When rought up, children never lose their delighten fact and fancy—or the real and the ideal. It subjects should be presented to them in a obedience to this double side of child mind. Artiotism can be presented in this way through these the rythmical side—has a unifying effect, a element, and brings the mind to a more anding of the thought than could otherwise

e a recognition of this fact in the effort now c songs into the hands of children. There inteen such songs at Baker & Randolph's, r copy, \$2 a hundred). Among them are ne Republic," "My Country," "America," and other standard songs. The words of horoughly understood, would be an educa-Some of its noble lines are:—

ers who found thee a wilderness,
thick with the church and the school;
faithfulness, helpfulness, brotherhood,
safe-guard, and justice thy rule!
and that men longed for so wearily!

hearts that we live in thy day; neart's and hand's service of loyalty help to us seek to repay."

shout our state should have these and other c sentiments become a part of his mental —when he becomes a man and sits among to prevent the repetition of such scenes as within the walls of our new State House.

### Part II.—Teaching Patriotism through Prose and Poetry

Again quoting from Victor Hugo, he says: "Literatus cretes civilization, poetry secretes the ideal. That is why ture is one of the wants of societies; that is why poetry is a ger of the soul. Poetry evolves heroism. \* \* The per presence of the beautiful in their works, makes the post highest of teachers."

Are we not coming to a realization of the thoughts above in the establishment of Young People's Reading C Historical Lectures for Young People, and in the transitio being made in school work from the scrap book reading studying as wholes, some pieces which yet bear the breather from the altar of their source—the Divine?

What better way of ending the text-book account of Concord Fight" than to give a description of the statue of Minute Man" as it now stands—and to write upon the the inscription on its base:—

Children can see this crystallization of the account in these which give the place, time, condition, and result of this

"By the rude bridge that arches the flood,
Their flag to April's breeze unfurled,
Here once the embattled farmer stood
And fired the shot heard round the world."

The thoughtful ones will find the whole poem and read may be that some of them will speak it at Friday afternoon cises. The account in the histories of "Border Warfa greatly helped by the picture of John Brown, his part is warfare and his attempt to take Harper's Ferry, as it is in Stedman's poem, "How Old Brown Took Harper's F In his poems "Under the Old Elm" and the "Commemo Ode," Lowell has drawn life size portraits of Washingto

Whittier's voice on this subject is no less clear. Of his said, "He has translated the Hebrew Scriptures into the ican dialect." Longfellow's "Building of the Ship," Hal "M iroo B)zzaris," Micaulay's "Horatius at the Bridge,"

Lincoln and framed them in their times. His "Present (

is already sung as a national hymn.

nyson's "Ode to the Duke of Wellington," and others need no comment.

"The Boston Hymn," by Emerson, is an epitome of American History from 1620 to 1863. It should be studied in connection with the Constitution of the United States, in that it, voices the unwritten creed of American liberty. We give some of its stanzas,—they represent the voice of the Lord speaking to the Pilgrims:—

"My angel,—his name is Freedom,— Choose him to be your king; He shall cut pathways east and west, And fend you with his wing.

I will have never a noble,

No lineage counted great;
Fishers and choppers and ploughmen
Shall constitute a state.

I cause from every creature The proper good to flow; So much as he is and doeth So much he shall bestow.

But laying hands on another
To coin his labor and sweat,
He goes in pawn to the victim
For eternal years in debt.

My will fulfilled shall be, For, in daylight or in dark, My thunderbolt has eyes to see His way home to the mark."

Listen further to Emerson's words on Freedom and Justice. We quote freely because they are so fine and less familiar than some others. We find them in no patriotic collection:—

"For He that worketh high and wise, Nor pauses in his plan, Will take the sun out of the skies Ere freedom out of man."

"Justice is the rhyme of things."

"This is he men miscall Fate, Threading dark ways, arriving late, But ever coming in time to crown The truth, and hurl wrong-doers down." "Stainless soldier on the walls,
Knowing this,—and knows no more,—
Whoever fights, whoever falls,
Justice conquers evermore,
Justice after as before,—
And he who battles on her side,
God, though he were ten times slain,
Crowns him victor glorified,
Victor over death and pain;
Forever: but his erring foe,
Self-assured that he prevails,
Looks from his victim lying low,
And sees aloft the red right arm
Redress the eternal scales."

"For there's no sequestered grot,
Lone mountain torn or isle forgot,
But Justice, journeying in the sphere,
Daily stoops to harbor there."

The "Gettysburg Address" heads all the prose that has written on that subject since Pericles spoke over the Ath It carries in it all the feeling pure and strong that possible the hardships borne in that struggle of which it sp It has placed upon the living the mantles of the honored thus making our responsibilities greater than theirs. In co tion with this our progress is shown in George William Co address at the Quarter Centenary of the Battle of Gettys July 3d, 1888, "The Great Question Settled,-Through G burg to a Grander Union." There is an extract from th dress in Carrington's "Patriotic Reader"—(Lippincott, Pl There is one book that I can not forbear mentioning here is "The American Political Idea," by John Fiske. On not rise from reading this book without knowing somethi the evolution of history and understanding what is meant b expression—"The historic view."

Edward Everett Hale's "Man Without a Country," some questions in the youthful mind for the first time. Asl boy or girl who has read it, if you wish a verdict from those whom it was written. I place it first on the list of stories patriotism.

It to stop and see if we are handing on from public to its sons the best that these fathers. While doing this we would not stop with a ante-dates American civilization. Greece is examples of it; but it is older than these, we itself.

our second one hundred years of constitu-

lirect ways of teaching patriotism than those Occasions multiply with enthusiastic teachten of hereafter.

red to show in this article that a sympathetic ose and poetical selections, written at highole one to catch strains of the undying music me the equality of man. It will lift one out a one the meaning of his flag and put him in the for which he would freely lay down his life.

th is grandeur to our dust, near is God to man; Duty whispers low, 'Thou must,' youth replies, 'I can.'"

horse does his best only when he is hamman in a straight-jacket can not-work effects and laws are necessary, but when they bethe development of the best impulses they A program is as necessary as the frame of a mes are not built on the same model. The ome freedom to work with reference to his naterials at hand. So must teachers. You tracter and progress as the banker posts up is. This is impossible from the very nature of reasonable to suppose that all pupils should or an equal amount. Suppose one child extend another in geography, is it anything against

ot do good work under mechanical restraint.

another pupil that he excels in other things, but not in branches? Education, to be effective, should be along the of the activities, and these are not exactly the same in a children,—Ex.

### THE POET'S MISSION.

[Subscribed respectfully to W. G. BRYAN.]

Music is not all in measures,
Poetry not all in numbers,
For the measure hinders music,
And the poet's fancy cumbers.

If we write the truth in volumes, Some will, surely, misconceive it; If we sing our song enraptured, Who enraptured will receive it?

Never yet hath poet uttered
Song, that did unite the real,
By the magic span of concord,
With the heights of the ideal.

What is then the poet's mission,—
Is it but to live forever,
With the height of his ambition
Out of reach of his endeavor?

Yes, for God hath so established, That the spirit's dream, elygian, Never shall be known incarnate, To the poet's mortal vision.

But his mission is not measured, By the infinite ideal; And the sweetest psalm embodied, Is the nearest to the real.

GRACE NICH

TERRE HAUTE, IND.

It is possible to temper authority with an unassumi meanor.—Bain.

### DEPARTMENT OF PEDAGOGY.

[This Department is conducted by S. S. PARR, Dean De Pauw Normal School.]

# OPEN TEXT-BOOKS IN THE HANDS OF THE O

In can not be made to appear that a pupil should be forced to commit to memory any part of a text-book. Indeed the contrary proposition is the one that appears. Even in history, a subject, if any such exist, in which the pupil seems to be disbarred from the open text book, we believe the best teaching is done with the book in hand. A text book is properly named. It is a work made up of verbal suggestions. It is not the subject, and does not contain any of the essential elements of it. In the hands of the pupil, if the teacher knows his business, the text relieves the pupil of the drudgery of remembering unimportant details and leaves his energi s free to grapple with deeper and more essential elements. We will suppose the pupil to be seated in class with a text book in his hand containing this statement: "The honor of the discovery of America belongs to Christopher Columbus, as an individual, and to Spain as a nation." So far as there is anything of value in this, it does not appear in the form of words. The pupil is to think the thought which underlies the statement. If he can do this, he will be able to make a statement for himself. What then is it that he must think?

First, what is meant by calling it an honor? Does it mean that the Portuguese, Italians, Germans, and French honored Columbus for the discovery he made? We mean, of course, the people of that time. Suppose our pupil says, Yes! We can cite the facts that the Portuguese threw him into prison on one of his return voyages, and that the people of Columbus' day knew very little of him, and very little about to whom the discovery was due. Then, comes the true thought, viz., that the "honor" mentioned is what modern peoples and nations attribute to Columbus and to Spain.

The teacher could next raise the question as to the sense in which Columbus's find was a discovery. This would bring up

the conception Columbus had of the world, and what it wa thought he had discovered. Here, too, would arise the

that another voyager discovered the mainland, and that of claims of the Norsemen to a discovery of this country. very name Christopher Columbus leads at once to Columbus a Christ-Bearer, a person of the deepest religious sentiment, to the Latinized form of his surname. The idea of what S was would raise a sharp contrast between that country the the first power of Europe, and her condition now, as the inificant factor she is.

All this, and much more is possible with the book befor student's eyes, and he will be vastly better off with this ty teaching and thinking than he could possibly be with his a ory temporarily filled with verbal forms.

# WHAT IS REALLY THE PROCESS IN SUBTRACTION?

SADLER'S Inductive Arithmetic says that "Subtraction process of taking one number from another number of the

kind." The meaning of "number" in this statement is "fig and, if so, the definition does not state the process. Hat Arithmetic defines Subtraction as the process of taking of two like numbers from the other. Newby's Outlines of No Science says: "Finding the difference between two numb called subtraction." The last statement does not fall into trap of calling what is stated a process, though the word f implies something of that kind. The only "process" that possibly be meant is that which goes on in the mind, and possibility could the terms "taking from" and "separating The actual process appears to be mainly of applied to it. memory, in which the number of units in each order of the ber to which the process is applied is scanned or examined two parts called up by memory, one of which is represent

Thus, if "531 be subtracted from 817," in units' order, 7 amined as to its meaning, and memory at once recalls that i

ris 6; in tens' order, I is scanned and membrught that I is incapable of separation into itch is 3. The customary thing in such cases in the next higher order and place its value consideration. When this is done, the parts ered to be 3 and 8. Keeping in mind the indreds' order, the parts are remembered as e "process," and the only process that goes physical process of writing the figures. In of subtraction then seems to be this: Subsist of scanning the groups of units forming ber and remembering their two parts, one The result is the separation of the number of which is known before the process begins.

### WE HAVE ALWAYS WITH US.

ations misnamed processes exist.

pplication of the process to concrete things,

at book in general use has this: "Definition division of grammar which treats of the classicical forms of words." The italics are those same text book says: "A noun, or name-nything, existing or conceived by the mind." to told that the word noun is derived "from nomen, a name—that by which anything is the foot note the information is given that or 'anything,' used in its widest sense, to can think about, and applies to persons as objects."

ong the same text-book, which may be accresentative book, as books go, has this:—
are divided into three principal classes,
n. II. Proper. III. Abstract."

e selected, not for the purpose of criticising attention to the fact that many of the definitions and divisions, used in text-books generally, are obsolete or notoriously inexact and illogical. The books which they occur are perhaps, on the whole, good books serve their purpose well, but they do this in spite of succiencies as are pointed out.

In the definition of Etymology we have a distinction since obsolete. Schmidt's History of Pedagogy gives M thon, Preceptor Germania, as the first to use the definition Grammar is the Science of Language, and its parts are C raphy, Etymology, Syntax, and Prosody. This classiff has been warmed over from Melancthon's day down to Grammar is not now and has not been, since the time of Grimm, and Scaliger, the science of language. That disting is reserved for Philology. Whatever it may be defined however it may be divided, no well digested text-book not tant treats it as the science of language, but as the science of language, but as the science of language, but as the science of language of meaning in single words and phrases, is not a different formula of Philology.

The assumed definition of the noun does not define that of words in any proper sense of the term definition. A stion gives a thing to be defined, classifies this thing, and its essential difference from other things of the class. The ment in question does the first of these three things, but emisses the last two. Reduced to plain common-sense the nition becomes, "A noun is a noun," and states nothing the thing which is the subject of thought.

The third example quoted is not incorrect, but inexact. It example of what Jevons calls a fallacy of distribution. It classifying people as men, women and children, and banjo-p All concrete nouns divide, on one basis, into proper and con On an entirely different basis, they divide into concrete a stract. One thinks in a slovenly way when he divided Proper, Common, and Abstract Nouns. He is imitating a acter in Moliere's "Citizen Turned Gentleman," who has talking prose for forty years without knowing it. The school a place to manufacture slovens, therefore no such class

tion ought to be tolerated. Teaching and learning must be critical and accurate or they are nothing. Thinking which accepts the obsolete as readily as the current; which treats identical propositions as though they really stated truth, and mixes classifications from different bases with a naive simplicity that overlooks this fact, is too child-like to serve teaching. Thinking and teaching must be thinking and teaching in full and not in fraction. 'Vigorous thought would discover at once that Melancthon's classification of grammar does not square with the knowledge of our day; that identical propositions add nothing to our knowledge; and that "crazy-quilt" classifications are illogical and confusing. When teaching secures this quality of thought it is rid of all such inaccuracies as the ones we are considering.

### PRIMARY DEPARTMENT.

(This Department is conducted by Howard Sandison, Professor of Methods in the State Normal School.]

## TARDINESS AND TRUANCY.

pupil's leisure time is a form of punishment applicable to all offences which are incidental to class-work. These are three-fold: Lateness, inattention, and want of preparation. Their amount is dependent upon the character of the school; when it is well conducted, they will be of infrequent occurrence, for the pupil will have no motive to commit them, but the reverse.

1. Lateness is a fault often irrationally dealt with. In the case of the youngest children it can hardly be called a fault at all; it is a mere weakness of their nature. And, though its removal may give some trouble for a time, owing to the child's want of any conception of the value of time, it will in course of time disappear if the teacher will quietly call their attention to it with sufficient regularity; at the farthest, nothing beyond reproof can be required in this case. With the elder children it is a decided fault; but it is, in ordinary cases, so unnatural a

fault, that the teacher should be very careful in determining how far the pupil is blameworthy. Where the school work i conducted in a good spirit, and is made fairly interesting, th pupil's desire of occupation, his wish to meet with his compar ions in work at the appointed time, and the force of habit, a act to keep down this fault. Where it nevertheless occurs, the teacher will find it, in great measure, due to defective home a rangements, or to obstacles thrown in the pupil's way by the p rents; in which case he should address himself to them as ti responsible. Failing a remedy on their part, justice will n permit him to punish the pupil, who is really not to blam Where lateness is purely the pupil's fault, the teacher shou seek to remedy it, in the first instance, by reproof of varied verity. Failing amendment, he should resort to loss of the pla hour, or an imposition; as a support to which punishment will find advantage in appealing to the influence of the paren

In connection with lateness may be noticed stealthy absent from school. This offence is natural enough when fear is truling motive, and is indeed inevitable under such discipling. Where it is found to be common in a school, the remedy is, elevate the general tone of discipline. But, if this be good, a if the work be conducted with fair interest, there will be no casion to reckon "truancy" among school faults. We are under no obligation to point out how to cure a fault which is direct traceable to bad management on the part of the teacher.

-CURRIE, in Common School Education

# LANGUAGE.

A VERY common and much spoken of device in languwork is that of requiring that the answers in general should full and not single words or parts of sentence. The reasons pupils give words or parts of sentences as answers are either mind's tendency to economize, which has given rise to me curious forms of pronunciation, such as that of humble, spic Worcester, etc., or the failure to grasp all the relations in thought. Having seized one main idea the child utters rpresses it, but ignores its relations, or being assumes that the teacher will supply them.

is, and sometimes also for lack of interest, the ingle word and leaves the one who asks the out or complete the answer. The teacher obtain the more complete answers, both on gives the child fluency in language, and also the has grasped all the relations in the thought, es occurs that if the child answers in a word and to express himself fully, it becomes clear, when he used the single word, that there is aght which he does not comprehend.

hould, therefore, hold to the idea of full excess on the two grounds of accustoming the anguage, and as a means of deciding whether the thought have been grasped. This workession should be graded to some extent. He arliest work occasionally receive as an answer out there should be a gradual progress toward the principle for the teacher is (limited to the ught) the minimum of talk on the part of the aximum on the part of the pupil.

e in making the child master of language is action of errors. The child comes to school sof language fixed. He will say, "He paid the various other incorrect forms of language. errors would fall into two kinds: the correctand the correction of written errors. Attenfirst to the correction of oral errors.

en arises—Shall the attention of the child be ct expressions when he is expressing a thought, nat thought? In answer it is frequently said ould wait until he has expressed the thought, is attention to the mistake, have it corrected. d be the course or not should be determined e aim in the correction is merely to have the nce as a correct form, then the teacher should

wait until he has fully expressed the thought, and then call attention to the language. If the aim is to have him emproperation of language as he thinks, and not after he thinks, then teacher should stop the child the instant he makes the mist and holding him to the consideration of the thought and its rect expression together, require its correction under the stof the effort to work out the thought. If the teacher allows to go on and express the thought, permitting the error to suntil he calls his attention to the language, the conditions arranged in such a way that in the correction the child is the ting mainly of the language as a mere form, and not in relation thought.

It is often claimed that if the teacher calls the pupil's atter to the language when he is considering the thought, that he tention is taken from the thought. But that depends la upon what the thought is. The thing under consideration is the bare meaning, nor is it the mere expression. It is the the in the thought's appropriate symbol. If, then, the aim is form of school work is to have the child see the thought an press in good language the thought as he thinks it, the teach holding him to the thought in its proper relation in requ him to use correct language as he thinks, and not after he thought. The method of correcting the errors after he completed the sentence is, of course, of much more advathan not to correct them at all.

### THE SCHOOL ROOM.

(This Department is conducted by G. F. Bass, Supervising Prin. Indianapolis

### OPENING EXERCISES.

THE disposition to make others happy can not be too le commended. Children should early learn to have a the for the happiness and comfort of their associates. The followittle poem will serve to emphasize this thought:—

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"HELP ONE ANOTHER."

lp one another," the snowflakes said,
d they cuddled down in their fleecy bed;
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e of us here would not be felt,

e of us here would quickly melt; I'll help you, and you help me,

d then what a big white drift we'll see!"

lp one another," the maple spray d to its fellow-leaves one day; e sun would wither me here alone

e sun would wither me here alone, " ng enough ere the day is gone; t I'll help you, and you help me,

d then what a splendid shade there'll be!" lp one another," the dewdrop cried,

ing another drop close to its side; is warm south breeze would dry me away,

d I should be gone ere noon to-day;

t I'll help you, and you help me, d we'll make a brook and run to the sea."

lp one another," a grain of sand d to another grain just at hand;

e wind may carry me over the sea, d then, O! what will become of me?

t come, my brother, give me your hand;

e'll build a mountain, and there we'll stand."

d so the snowflakes grew to drifts, The grains of sand to mountains, e leaves became a pleasant shade, And dewdrops fed the fountains,

-Rev. George F. Hunting, in the Parish Visitor.

### EXPLANATIONS.

the reasons for the process they have used in oblit. They have simply solved by a pattern and y pattern. Take the following example with mation: What is the hour of the day when non is equal  $\frac{2}{3}$  the time from noon to midnight? Three-thirds equal time to midnight.  $\frac{2}{3}$  equal  $\frac{3}{3} + \frac{2}{3} = \frac{5}{3}$  time to midnight. Then  $\frac{5}{3}$  equal 12

give explanations of problems that do not show

hours.  $\frac{1}{3}$  is  $\frac{1}{5}$  of 12 hrs., which is  $2\frac{2}{5}$  hrs.  $\frac{2}{3}$  equal 2 times hrs., which are  $4\frac{4}{5}$  hrs., or 4 hrs. 48 min. past noon.

A few questions may show that the pupil who gave this "a ysis" knows very little about it. Three thirds of what equal to midnight? Two thirds of what equal time past noon? a gequal time to midnight? Five-thirds of what?

The pupil often fails to see that this problem is the same principle as the following: Divide a stick of timber 12 ft. into two parts so that the first shall be  $\frac{2}{3}$  that of the second He does not see that the first part plus the second part is just same as all the second plus  $\frac{2}{3}$  of the second, which is  $\frac{5}{8}$  of the sees this it is easy for him to see that 12 feet, which is sum of the first and second, must be  $\frac{5}{8}$  of the second. Whe really sees this it matters very little about the form in which tells it. There may not be a "hence" or a "therefore" in

No teacher should be satisfied with a verbal explanation of he knows the pupil has done the thinking of which his we explanation is the expression.

### GEOGRAPHY.

A FEW days ago while the writer was listening to a recita in geography by a class of beginners, the teacher said to a p "Point toward Lake Michigan." The pupil pointed straight toward the ceiling. This was funny to a few pupils and teacher smiled. The pupil was corrected, of course; but did he happen to make such a mistake? He did not kn Any one would say he was evidently thinking of the map. what shall the teacher do or say to get him to think of the thing—the lake? What shall be done or said to make the pliar color on the map call up the lake? What is a lake mad Water, he says. Yes. He has never seen a lake, but he seen the mill-pond and of course has some idea of a bow water. He can think of it being twice as big as it is; three tas large, four times, five times, six times, and so on.

Now show him the map representation. Tell him here that he must try to think of the real lake when he sees the nis lake must be somewhere on the ground, as The map shows where. In what part of the er left-hand corner." Yes. What does that the northwest part of the state." Now point

He succeeds this time. Some of us forget a child has to learn to understand the map

s a boy was asked to locate Indianapolis. He is is located on the north by Michigan and in the east by"—— Just here the teacher indianapolis." He began as then asked what it is to locate a city. He said where it is. "Well, then," said the teacher, polis?" He said, "Don't know." This is a ter; one the pupil often uses to get rid of the is a dull boy, you say. Yes, he is a dull boy, often come to school. "The sick need a phyany sign of displeasure, the teacher went on it. "In what state is it?" "In Indiana." "Ana?" "Bout centre." "On what river?" "Now tell it in a statement." "Indianapolis indiana on White River."

eeded a little "fixing up" but it was accepted gained something because he had been led to a given time to do it. He felt that he was a st. When he began he was trying to say some dothers say, for they had just finished bounden he finished he was trying to tell what he tudy of the map.

be ready to say, "Well, who wouldn't have at teacher did? There was nothing new or ne did." We answer that any one would if he f it. But the easiest thing to do is to call the lull fellow sit down and go to sleep or stick oin.

to decide between friends, simply do right, and let are of themselves.

### GENERAL INFORMATION.

### SAMOAN WAR.

Prince Bismarck disavows the more aggressive acts of German Consul at Samoa. It seems probable that the diffic will soon be settled in a friendly way.

Where and what is Samoa? What was the difficulty? What was the difficulty?

THE cities of Mexico are to be furnished with water gas. company called the Union Light and Fuel Gas Co. of Amer with a capital stock of \$5,000,000, is to furnish it.

What is water gas? This company has the exclusive righ 20 years. The papers are signed by the President of Mes Who is President? How long has he been President?

BELL, the inventor of the telephone, has made \$10,000 out of his invention. This is a great fortune. If it wer silver dollars, how long would it take to count it?

THE following resolution was adopted in the U.S. Senate 7, 1889—yeas 49, nays 3:

Resolved, By the Senate and House of Representatives of United States of America in Congress assembled, that the ernment of the United States will look with serious concern disapproval upon any connection of any European Govern with the construction or control of any ship canal across Isthmus of Darien or across central America, and must reany such connection or control as injurious to the just right interests of the United States and as a menace to their welfar

Section 2. That the President be and is hereby request communicate this expression of the views of the Government the United States to the governments of the countries of Euro

#### UGANDA

What is Uganda? It is a country of Africa, lying about north end of Victoria Nyanza, and covering about 60,000 so miles. The exact population is not known, but it is esting to be from 2,000,000 to 5,000,000. It is one of the oldest doms in Central Africa, and reached its highest prosperity to King Mtesa. At Mr. Stanley's suggestion in 1879 he in

both Catholic and Protestant missionaries to come to his country. Both went, but two years ago, on his son's accession to power, missionary work was carried on with great difficulty because the son reversed the policy of his father. Last summer he made an attempt to murder his body guard and was deposed, his elder brother being placed on the throne. This brother adopted his father's policy, but the Arabs turned against him, murdered his semi Christian ministers, drove off the missionaries, and massacred the converts. What missionaries remain there now are in great danger, and there is no means of helping them at present.

1900 NOT TO BE A LEAP YEAR.

The London Standard gives the following explanation why the year 1900 will not be counted among leap years. The year is 365 days 5 hours and 40 minutes long; eleven minutes are taken every year to make the year 3651/2 days long, and every fourth year we have an extra day. This was Julius Cæsar's arrangement. Where do these eleven minutes come from? They come from the future, and are paid by omitting leap year every hundred years. But if leap year is omitted regularly every hundred years, in the course of four hundred years it is found that the eleven minutes taken each year will not only have been paid back, but that a whole day will have been given up. So Pope Gregory XIII., who improved on Cæsar's calendar in 1582, decreed that every centurial year divisible by four should be a lead year after all. So we borrow eleven minutes each year, more than paying our borrowings back, by omitting three leap years in three centurial years, and square matters by having a leap year in the fourth centurial year. Pope Gregory's arrangement is so exact, and the borrowing and paying back balance so closely that we borrow more than we pay back to the extent of only one day in 3,866 years.

<sup>&</sup>quot;What branches do you find most useful to your pupils?" asked a school officer of a young Miss who was teaching her first school. "Any branch is good, but I find that the slips from an elm tree are the most useful."

### COUNTRY SCHOOL DEPARTMENT.

[Conducted by W. H. CAULKINS, Supt. Tippecanoe County.]

### ANOTHER WAY TO TEACH PATRIOTISM.

T present there is going the rounds of the journals different methods of inculcating patriotic principles in young ple. That it is an important subject is conceded by all. In December number we offered a few suggestions as to one was teaching patriotism in the schools. We have here to offer other way in which much may be done in this direction.

We refer to the opening exercises in the schools. At the most effective opportunity is presented for reading patriotic tracts, telling patriotic anecdotes, and singing patriotic so We recollect one school to which we read "Recollections Drummer-boy." It was listened to with much interest and overheard pupils frequently talking about it. Many books be had which contain material suitable for this work.

But we wish to emphasize the importance of, and the be arising from, patriotic singing. All people are affected by some Think of the effect produced in France by the Marseillaise Hy The mere echoes of it were sufficient to fire the people for you Many a patriotic man marched to his death to its music. Sider our own land. In the Revolution, Yankee Doodle was inspiration of many a conflict. In later history how man army has marched to battle to the stirring notes of Star-Span Banner; Red, White and Blue; Hail Columbia; Songs of a T sand Years; John Brown's Body; Battle Hymn of the Repuette., etc.

Teach the pupils to sing these. Tell them the circumstate under which they were produced. Let them drink in the attribute of patriotism that surrounds each one. Let them be on memorial days of Washington, Grant, Lincoln, Garfield, other patriots. Teach the children a love for the flag and stands for. With such sentiments instilled into the youth of land there is hope that some day anarchy will be throttled such disgraceful scenes as even our own new State House

never occur. The influx of foreigners deing be done towards educating their children. There is not much chance of elevating the e fathers, but this will be wholly neutralized mericans.

### ON FROM DISTRICT SCHOOLS.

BY E. A. TOWER.

meant the completion of a definite course of that the end of the course is reached by a des.

to be much spoken of at teachers' institutes, papers. The result was not gradation, but a ion, that has given a great impetus to the Indiana's admirable but incomplete school te teacher's time is economized, the instructhe development of the mind more systemsts of all more fully enlisted in the cause of any of friendly competition is fostered among to class, and a desire to pursue all the sub-

class is created in each pupil.

Other steps must be taken in the same directures of study must be laid down—not in irona model containing the general features and ound upon which the mind is to be exercised to lack direction, and many useless excurthe broad fields of learning; resulting not in ge, but in a confusion of vague, disconnected

e witnessed this great improvement, the goal

ady covering the work to be done in the disrill be formed a connection between succeednot be broken, even by the frequent change curse of study should be such that every pupil of with ease, but by putting forth his best To be sure graduations from the district schools do occur. there is no definite system of gradation, which is the fundatal principle upon which graduation must be based to read any considerable degree, the purpose for which they were tuted. To facilitate matters the length of the school term be increased, that the advance may be more continuous, we corresponding diminution of the retrograde movement of vacations. The time the child is in school is inadequate to development required. Education is a growth of the power the mind—a growth that may be facilitated by supplying proper conditions, of which one of the most important is a time. There must also be an improvement in the efficient the teacher. Teaching should be a profession, not a step stone to some other avocation.

To sum up the needs of the system of gradation to be comp by GRADUATION, they are: an efficient system, longer terms, fessional teachers, and an increased interest promoted by foregoing conditions.

The advantages of a system of gradation and graduation as interest the child and stimulate it to complete a definite an of work after entering school. The pupil having completed, credit, a thorough course, is ready and encouraged to p some more comprehensive course of study. By such a sy the education of the child becomes a continued and direction from the first to the last day of school. But not enthere—self-improvement continues through life, for system systematic habits.

The graduating exercises should not consist of an examination of the pupil should be ascertained before the the graduating exercises are to be given. The exercises of consist of some original literary production, and such other as may seem proper. This exercise should be conducted a home school, before the school, patrons, and friends. The tificate of graduation should be neat in form, endorsed be county superintendent, trustee, teacher, and each member of class. The reason for conducting the graduating exercise a home school is manifestly for the interest it may create in junior pupils and in the parents.

Then the needs of the district schools seem to be a system of gradation and GRADUATION, a course of study followed carefully, but not slavishly, and at the close a healthful, vigorous graduating exercise.

## EDITORIAL.

SPECIAL attention is called to the first article in this issue of the Journal, by Dr. White, The question of "promotions" is now the vital one, in the management of public schools.

TEACHERS will do well to read on another page what Miss Charity Dye has to say of teaching patriotism in the schools. This subject is of much interest and deserves earnest, thoughtful attention.

AFTER March 15 we shall be compelled to send personal "reminders" to all those whose subscriptions to the Journal are yet unpaid. Please, please, PLEASE, Save us that trouble and expense.

When you send money give name of agent.

Owing to the fact that the proceedings of the Association crowded out of the February issue most of the miscellany, many of our news items this month are rather ancient. Some were so old that we "killed" them.

SEE the program of the N. I. S. & T. Asso. It is a good one, and Supt. Sanders is using every effort to make the meeting the largest and best ever held.

Notice also the announcement of the meeting of the Southern Association, to be held a week later.

S. S. PARR, Prin. of the Normal Department of De Pauw University, has just published a paper read before the Indiana Schoolmasters' Round Table, on Systems of Text-Book Supply, which is the most comprehensive discussion of this vexed question yet made. If legislators will study it carefully they will get much needed light.

The school-book question is still occupying the attention of the Legislature, but what the outcome will be can not now be stated. The House has passed a bill which provides that the state shall furnish books at cost—to be selected by the State Board of Education and furnished through the county superintendents and trustees. The bill will meet strong opposition in the Senate and the outcome is doubtful.

Later.—The bill has passed the Senate and is now in the hands of the Governor, and will doubtless become a law. Will print next month.

"REMINDER."—You wouldn't think it, but it is true, that more than FIVE HUNDRED teachers who subscribed for this Journal last sum-

it not later than Jan. 1, 1889, have not paid yet. Various causes brought about this delay;—some failed to secure schools as the pexted, some have been sick, some have had unusual and unexpenses, some have forgotten it, but the great majority have neglected it. We are obliged to those who have written and maplanation and stated a time when we might expect the money.

mer and fall with the distinct understanding that they should pa

We do not charge dishonesty; we know this would be unjust, in rare instances, but carelessness, freely indulged in, is not mendable trait in any one.

Our excuse for inflicting these "pay up" notices on our reathat we are very much in need of nearly a thousand dollars that have been paid us two months ago.

BEHIND THE TIMES.—The New York Evening Post is me fight on the management of the public schools of that city. It ing that teachers should be selected and nominated by the prof buildings, and not by committees, who are entirely ignoral what constitutes a good teacher. It insists that teachers should be superintendent. It also insists that the principals should be the superintendent. It also insists that the superintendent should be compelled to hold meetings with his principals and teachers purpose of consultation and suggestion. The city normal salso severely criticised. If the statements in the Post can relied upon the New York City schools must be decidedly be times.

"MISTAKES WILL HAPPEN" even in well regulated School offices. In keeping the books and mailing papers to seven the five hundred subscribers some mistakes will occur, but the are not all in this office. If you fail to get your Journal, do a passion and abuse us before you find out where the blame may be in the mails, it may be with your own postmaster, in that the agent has sent the wrong address. Sometimes it that a person pays for the Journal, and for some reason due not given. If in such case a "reminder" is sent, "don't get a you have asked an explanation. Perhaps the agent has not warded your money; perhaps the agent intended to send copying his list accidentally omitted your name; possibly it and lost in the mails; or possibly it was received and credited

It is to the Journal's *interest*, even if it had no higher n deal fairly and to treat every body with courtesy. It will contakes so far as possible, and do it gladly. So if anything go write and say so, but please do it in a friendly spirit.

name was not transferred to the paid list.

#### U. S. COMMISSIONER OF EDUCATION.

That there will be a change made as to the head of the office of Commissioner of Education is taken for granted. This Journal commends the change, not on political grounds, but on educational grounds. This office should be filled by an acknowledged *leader* in educational thought. The present incumbent is not an educator and never was, and is therefore not a proper person to be the "master general" of teachers. If the office is to be filled by politicians better abolish it. The universal demand in educational circles is for a first-class man. So far as the Journal is informed no such man is actively a candidate for the place. Several second and third rate men are actively in the field, but these are not what is demanded.

Wm. T. Harris, of Concord, Mass., is easily the most prominent of all the leaders in public school education. He is not only a philosopher but he has had many years of practical experience as a teacher and superintendent of schools. He is not a candidate in any sense, and will not speak a word or write a line to secure the place, but will not decline the place if it is freely offered to him.

If the appointment is to come to the West, Dr. E. E. White, Supt. of the Cincinnati schools, is an acknowledged leader and an able man. He has given careful study to the philosophy of education, and has had a varied and successful experience. He is not a candidate, but that need not prevent "the office seeking the man."

The Journal wishes to see an acknowledged leader placed in the high and responsible position, and believes that there could be no possible mistake in appointing either of the above named gentlemen.

#### SCHOOL-BOOK TRUST.

There is much being said now-a-days about "school-book trusts." Some of the talk is wise, but most of it is otherwise. A great many people are doing a great deal of talking without understanding what they talk about. A "Trust" in its ordinary sense means a combination for the purpose of controling prices of some commodity. In this sense there is no book trust. The association of school-book publishers has to do solely with the introduction of books, but has nothing whatever to do with the prices of books. The articles of association expressly provide that each publisher shall be free to fix his own prices and his own discounts, and there be no restraint as to the number of books published.

While the rules of the association will not allow one house to use its influence and its agents to put out the books of another house in the association, any school board is at liberty to examine books for itself, and can put out the books of any house and put in the books of any

other house. Since the formation of the present book association, syears ago, the price of not a single school-book has been advance and on the contrary the prices of many books has been reduced.

Owing to the fact that agents are not allowed to displace bool changes of books are much less frequent than formerly, and in the way the people have been specially favored. In no respect does the association interfere with the liberty of free choice of books, and in case does it enhance the price of books; but on the other hand it some ways is a positive benefit to the people.

The Journal believes that too much money is spent in making sor of our school-books, and in some cases the prices are too high, but insists that the so-called "Book Trust" has nothing whatever to with it.

## THIS JOURNAL AND POLITICS.

While the late State Association was in session a Supt. who signed himself "A Democratic Teacher" published an article in the India. apolis Sentinel, in which he makes the charge that the Indiana Scho Journal is Republican in politics, and then undertakes to prove it l saying that it makes more personal notices of Republicans than Democrats; that it opposed the election of State Supts. Smart, Ho comb, and other Democratic candidates. The article is so partisan its spirit, so unfair in its statements of what the Journal has said has not said, and therefore so utterly at variance with the truth in i conclusions that it does not merit an answer, and would not be notice in these pages, except for the fact that many teachers saw it and reit who are not familiar with the history of the Journal on politic questions. If the Journal has made personal mention of more Repu licans than Democrats it is not aware of the fact. It does not kno the politics of one-fourth of the persons mentioned; neither does the author of the above-named article.

In 1874 the Democratic party in its state convention put a plank its platform condemning county superintendency and favoring its ab lition. Mr. Smart was nominated on this platform. The Journa while commending Mr. Smart as one of the leading educators of the state, asked him to define his position and say whether or not he edorsed the platform upon which he stood. No fair-minded Democratil say that the Journal ever uttered one word on this subject that we unjust or unfair to Mr. Smart. Mr. Smart himself never did and new will find fault with the Journal's treatment of him during his candidator his official term.

The Journal did oppose the nomination and election of Mr. He combe, but not because he was a Democrat. He had had only to years' experience as a teacher, and that as a recitation-room teacher

ned the teacher's profession and studied law; later he hief clerkship in the State Superintendent's office, but e changed hands he went back to the law. The Journal hat this experience did not justify Mr. Holcomb's aspighest educational office in the state. After Mr. Holcombed the Journal gave him a hearty support and commended ion for a second term. It did this for two reasons: (1) best interest of all concerned that the Journal and the hould work in harmony. (2) Mr. Holcombe made a superintendent than even his best friends expected he

nal's chief offense seems to be, in the eyes of the author in question, that it has given a hearty support to State ite, and in the last campaign gave him more space than is opponent.

ber the Sentinel printed as editorial, an article charging the with standing in with book houses, making money ding Circle, and various other dishonorable acts. Knowness charges to be false, and believing them all to be so, ade its notice of Mr. La Follette's re-nomination longer se would have done, but it did not refer to the Sentinel I not state, as it might have done, that that article was remocratic Superintendent, lest it should be considered in the December Journal, after the election was over, ricle was referred to and condemned. This article not fir. La Follette, but it implicated the entire Reading The Journal felt then and feels now that no teacher or has a right to place partisan politics above the educatof the state.

mber article the Journal said that this was the first time of the state that a candidate for this office had been sub-paign slander." It did not have in mind at that time untrue things that were said about Supt. A. M. Sweeney a candidate against Mr. La Follette two years ago on religious prejudice against him growing out of his church his case the worst things, so far as the Journal can refreligious" newspapers. Neither the Journal nor its ouraged these slanders.

ollette has ever used his official influence in favor of any any house, or if he has ever done anything politically brable it has never come to the knowledge of the Journal and is doing good work as Supt. of Public Instruction, the hearty support of every teacher in the state who is educational interests above party politics.

has tried to be neutral in politics and religion, but

above all it has tried to serve in the best way the cause of educati in the state. It is sorry that in three campaigns the Republican callidates charged that the Journal and its editor favored the election Democratic candidates, and it is sorry that in two or three instant the Democratic candidates have had reason to feel that the Journal favored the election of the Republicans. It is always sorry to goffense to any of its many kind friends. It will continue to advoct that politics should be subordinated to the interest of the schools—the county superintendents, city superintendents, and teachers should selected with reference to their fitness, and without regard to politi. The editor of the Journal some years ago, by his personal efforts, cured the election of a Democratic county superintendent when a majority of the trustees was Republican. This is stated as evidence the is ready to practice what the Journal preaches.

In the nearly eighteen years that the Journal has been controlled the present editor, it is believed that if all the sentences and parts sentences that any one could call partizan, were collected, they could partize on a single page. To say the very worst this is not be partisanship.

The Journal is entirely willing to be judged by its record, but it jects to having that record distorted and perverted.

## QUESTIONS AND ANSWERS.

## QUESTIONS BY THE STATE BOARD FOR DECEMBER

[These questions are based on the Reading (ircle work of 1887 8 ]

ARITHMETIC.—I. a. What effect upon the fraction  $\frac{5}{7}$  to multi the denominator by 3? Explain. b. What effect to add 3 to the merator? Explain.

- 2. If I buy by avoirdupois weight and sell at the same price; pound by apothecaries' weight, shall I gain or lose? Why?
- 3. a. Write two composite numbers that are prime to each oth Explain. b. What factors must the L. C. M. of several numbers of tain?
- 4. a. Compare 6 feet square with 4 square feet. b. What is total surface of a cube, the edge of which measures 4½ inches?
  - 5. Explain fully the arrangement of the terms in proportion.
- 6. How many hektoliters of wheat, weighing 80 kilograms to hektoliter, is it necessary to grind to obtain 15 bags of flour, weigh 159 kilograms to the bag, if the wheat furnishes in flour 3/4 of its oweight?
  - 7. A sold a note for \$942.40 due in 60 days without inierest for

present worth (money being considered worth 8%), and lent it the same day at 10%. How much did he make?

- 8. A cellar wall 30½ feet by 24 feet is 9 feet high and 1½ ft. thick. How much did it cost at \$1.10 a perch?
- 9. Sold goods at 25% above cost for \$2,750 on 90 days' credit; the buyer offers to pay cash if allowed 10% discount; seller does not accept the offer, but takes buyer's note and has it discounted at bank at 11/4% a month. What was his total gain, and how much more would he gain by the latter than by the former transaction?
- 10. A cistern containing 184½ gallons can be filled by 3 pipes in 5½ hours; through the first flow 16½ gallons an hour; through the second 12½ gallons an hour; how many through the third?

(Answer any seven.)

GEOGRAPHY.—1. What physical conditions made an early civilization possible in the valley of the Euphrates?

- 2. Draw a sketch of the Great Lakes, showing on it Chicago, Detroit, Toledo, Cleveland, and Buffalo.
- 3. Describe the physical features and vegetable productions of the Chinese Empire.
- 4. In what states has natural gas been utilized as fuel? Where are the richest copper mines of the United States?
- 5. Compare and contrast Michigan and Massachusetts as to natural resources and the occupation of the people
- 6. Contrast the commerce of New Orleans with that of San Francisco in regard to: (a) Commodities handled; (b) Countries dealt with.
- 7. What and where is Orange Free State? Valencia? The Hague? Morocco?
- 8. Describe the Danube River, and name three important cities located on it.
- g. What are the chief occupations of the people of Russia? With what countries does Russia chiefly trade?
- 10. Name the political divisions of North America in order, beginning with the most southern.
- 11. Show how the rotundity of the earth affects the distribution of heat over its surface.
- U. S. HISTORY.—I. What is meant by the Right of Discovery, and what European nations took advantage of it?
- 2. Give a short account of Franklin's diplomatic labors; of the advantages to the colonies.
- 3. Name five leading American Generals who were engaged in the Revolution.
- 4. Who was Blennerhassett, and how was he associated with Aaron Burr?

- 5. State the time and attendant circumstances of (a) the Louisiana Purchase; (b) the Florida Cession; (c) the Gadsden Purchase.
- State the causes, circumstances, and results of the Haymarket Riot.
- Give date and place of (a) Shay's Rebellion; (b) Whisky Insurrection; (c) Dorr's Rebellion; (d) Clayborne's Rebellion.
- 8. What was the origin and the work of the "Joint Electoral Commission?"
- 9. Where in the United States did public schools originate, and what Governor pronounced them a curse?
  - Name the persons who are members of the President's Cabinet.
     (Answer any seven.)

Physiology.—1. What is meant by the cardiac period?

- 2. Give, in order, the events occurring during a cardiac period.
- 3. Describe three kinds of tissue found in the body.
- 4. In teaching the hygiene of the skin, what subjects should receive chief attention?
- 5. Explain why clothing keeps the body warm. Why does some clothing keep the body warmer than other?
- 6. What is meant by the function of an organ? By the anatomy of an organ?
  - 7. What is the function of the auricles of the heart?
  - 8. Explain the relation of the cell to the animal body.
  - 9. What is meant by the vascular system?
- 10. How is the intermittent flow of the blood converted into the regular?

Science of Education.—I. What was the Greek idea or ideal of education?

- 2. State any leading educational thought presented by Locke, Rousseau, Pestalozzi, Frœbel or Herbert Spencer.
- 3. What do you consider the main objects to be secured by the teaching of reading in the public schools?
  - 4. Why is the word-method in reading preferable to the phonic?
- 5. Which should occupy the more time, oral or written spelling? Why?
- 6. What should be the character of the language work during the first two or three years of the child's course in school? Give outline of it in the course of study in your county.

GRAMMAR.—I. Write a short letter recommending a friend for a position.

- 2. Punctuate the following: Stop sam said Mr winkle trembling violently and clutching hold of sams arm with the Grasp of a drowning man how slippery it is sam.
- 3. Write the possessive plural of the following words: Fox, chimney, lady, he, it, I.

- 4. Correct, if wrong, giving reasons for your corrections:
  - It could not have been he.

Each one took their place and done the work prompt.

His own performance at all events was as good as his promise.

These departments mutually reflect light on each other.

A difficulty arose between him and me.

- 5. Give the case and construction of the words in italics in the following sentences:
  - a. The hat cost a dollar.
  - b. Give me the book which you hold in your hand.
  - c. I believe him to be an honest man.
  - d. He was named 70hn.
  - 6. Analyze: Ask him what he wants.
  - 7. He bids thee stand to fall no more. Parse the words in italics.
  - 8. Analyze the foregoing sentence.
- 9. Had he known it, he would not have been so defiant. Parse the words in italics.
  - 10. Analyze the foregoing senfence.
  - READING.—"How many roses are there, dear?"

    I asked a little maid.
    - "Seven," she answered, counting them With eyes demurely staid.
    - "Why, no, dear; one has fallen down Here on the shelf, you see; And standing in the pretty vase

Together there are three.

The other three are in the glass,

Only reflected there."
She looked and nodded in assent,
That little maiden fair.

"Three in the vase, one fallen down,
And in the mirror three:

Add them together, Auntie, dear, There will be seven, you see."

I took the vase down from the shelf.

"Now, Annie, come, look here; Only four roses with them all Together—that is clear."

With eyes serene, and far more calm Than Wordsworth's little maid, Sweet Annie heard my protest through, And listened undismayed. "If I were you." see gently said,
With blue eyes raised to heaven,
"I'd put them back there on the shelf,
And then there would be seven."

And after all, is she not right?

It's just the point of view;
A grateful heart knows how to make
One blessing seem like two.

—Arice W. Rollins.

Write five questions on the above suitable to be given to pupils bring out the thought.

The candidate will read a selection and will be marked thereon a scale of

## ANSWERS TO PRECEDING QUESTIONS.

READING.—I. Tell what you understand by the expression, "Ey demurely staid."

- 2. Why did she want there to be seven roses instead of four?
- 3. Why was the fourth rose not reflected in the mirror?
- 4. Who was Wordsworth's little maid?
- 5. What is taught by this poem?

ARITHMETIC.—1. A fraction may be considered as an indicat division, of which the numerator is the dividend and the denominat the quotient: hence (a) multiplying the denominator by 3 multiply the fraction by 3; (b) adding 3 to the numerator increases the didend, and therefore increases the value of the fraction.

2. An avoirdupois pound is 7000 grains, an apothecaries pound

5760 grains; hence I gain 1240 grains, or 2119%.

3. (a) 8 and 15 are composite numbers because each of them divisible by numbers other than themselves and unity; they are pri to each other since they contain no common factor. (b) All the pri factors of each number and no others.

4. (a) The first is a square whose side is 6 feet, and contains square feet, and is 9 times 4 square feet. (b) A cube has 6 equal faces; hence  $(4\frac{1}{2}) \times 6 = 121\frac{1}{2}$  sq. ft. is the surface of this cube.

- 5. Only like quantities can be placed in the same ratio: hence we make the required term the 4th, we must place a like term for third. If the 4th term is greater than the 3d, the 2d must be great than the first, and vice versa.
  - 159 kg. X 15 = 2385 kg., weight of the flour.
     f of 2385 kg. = 3180 kg., weight of wheat.
     3180 + 80 = 39¾ hl., wheat required.
  - 7. \$942.40 + 1.01% = \$930, P. W. \$930, X 1.01% = \$945.50, the amount for 60 da. at 10%. \$945.50 \$942.40 = \$3.10, gain.

8. The wall may be divided into two pieces 24 feet long and two 27% feet long, equal to 103 feet of wall.

 $103 \times 9 \times \frac{3}{2} \times \frac{4}{99} \times 1.10 = $61.80$ . Ans.

Mechanics would probably take outside dimensions, making 109 ft. of wall. Then  $109 \times 9 \times \frac{3}{4} \times \frac{1}{49} \times 1.10 = $65.40$ . Ans.

9. \$2750 + 1.25 = \$2200, cost of goods.

 $$2750 \times .046 \frac{1}{2} = $127.875$ , bank discount for 93 da.

\$2750 - \$127 875 = \$2622.125, proceeds of note.

\$2622.125 — \$2200 = \$422.125, gain.

\$2750 — \$275 = \$2475, buyer's cash offer.

\$2475 - \$2200 = \$275, gain by this method. Hence the latter method is \$147.125 better.

- 10.  $(16\frac{1}{2} + 12\frac{1}{11})$  5½ = 158¾ gal. filled by the two pipes in 5½ hours.  $(184\frac{1}{2} 158\frac{3}{4}) + 5\frac{1}{2} = 4\frac{15}{2}$  gal. filled by the third pipe in 1 hour.
- GRAMMAR.—I. (1) ·Correct. (2) Each one took his place and did the work promptly. Their. should be singular his. Participle done should be the past tense indicative did. Adject prompt should be the adverb promptly. (3) His own performance, at all events, was as good as his promise. (4) Omit mutually—a repetition. (5) Correct.
- 5. (a) Dollar is in the objective case after cost, denoting value. (b) Me is in objective case, governed by to understood. (c) Him is in the objective case, the object of the verb believe; man is in the objective case, after the verb to be, and agrees with him. (d) John may be parsed as the nominative after a passive verb used as a copula.
- 6. A complex sentence. Principal proposition ask him, modified by the subordinate clause what he wants. You understood is the subject of ask. Ask is the predicate. He is the object of the subordinate clause. Wants is the predicate, and what is the connective and the object of wants.
- 7. Thee is a personal pronoun in the objective case, object of bids. Stand is a verb, intransitive, in the infinitive mood (to omitted), depends upon bids. To fall is a verb, intransitive, infinitive mood, depends upon stand.
- 9 Had known is a verb, transitive, active voice, subjunctive mood, past perfect, third person, singular. Would have been is a verb, intransitive, potential mood, past perfect tense, third person, singular. Defiant is an adjective and modifies he.
- HISTORY.—I. Explorers who first visited any part of the New World, generally took formal possession in the name of their sovereign, and claimed the territory by the right of discovery. Spain, England, France, Sweden, and Holland, all claimed territory in the New World by this right.
- 2. In 1776 Arthur Lee and Benjamin Franklin were appointed by Congress to negotiate a treaty with France. They remained in France

during the whole of 1777, and were finally successful in securing a treaty with her by which she acknowledged the independence of America, and entered into alliance with her.

- 4. He was an Irish exile, who had a fine estate and mansion on an island in the Ohio River, just below the mouth of the Muskingum. Burr induced him to enter into a scheme to seize upon Mexico and the western and southern States and found a Southwestern Empire. Their plans were broken up and they were tried for treason, but escaped punishment.
- 5. (a) In 1800 Napoleon had wrested from Spain the territory of Louisiana, and was about to send an army to establish his authority. The United States remonstrated against this, and being threatened with wars at home, and seeing the difficulty of maintaining his authority so far from home, he authorized his minister to sell Louisiana to the United States. Terms of sale were agreed upon April 30, 1803, by which our government was to pay in all \$15,000,000.
- (b) During the Seminole war in 1818 General Jackson invaded the territory of Florida, took Pensacola, and sent the Spanish authorities to Havana. Spain remonstrated in vain, and finally proposed to sell her territory of Florida to the United States. The sale was accomplished Feb. 22, 1819. The price paid was \$5,000,000.
- (c) In 1853 a dispute with Mexico in regard to the boundary line almost led to war, but was finally settled by the purchase of the disputed territory by our government. This is known as the Gadsden Purchase.
- 6. On the evening of Tuesday, May 4th, 1886, the anarchists and socialists of Chicago held a meeting in an open court called the Haymarket, where violent and incendiary speeches were being made by prominent agitators. The police of the city attempted to disperse the crowd and stop the speaking, when some miscreant threw a dynamite bomb into their ranks, killing several officers and wounding many more. The cause of the outbreak was the influence of reckless and vicious anarchists and agitators among ignorant and unemployed workingmen.

The riot resulted in awakening public opinion to the danger from such lawless and vicious enemies of good government, and to the necessity of preventing the spread of their treasonable doctrines. Seven of the leaders were found guilty, and five were sentenced to be hanged and two to be sent to the penitentiary. Louis Lingg committed suicide, and the other four were hanged Nov. 11, 1887.

- 7. (a) 1786-'87. Western Massachusetts.
  - (b) 1794. Western Pennsylvania.
  - (c) 1842. Rhode Island.
  - (d) 1645. Maryland.
- 8. A dispute having arisen in Congress as to the electoral votes of

Florida, Louisiana, Oregon, and South Carolina, by an act of Congress, Jan. 29, 1877, a commission of five Senators, five Representatives, and five Supreme Justices was created for the purpose of passing upon the votes of the above named states. By a strict party vote of 8 to 7 it was decided that the disputed votes should be cast for Hayes and Wheeler, who were declared elected by a majority of one electoral vote.

- 9. The Puritans of New England built the school-house by the side of the church, even before they had provided permanent homes for themselves. In 1643 Massachusetts provided by law for free public schools. Governor Wise, of Va.
  - 10. T. F. Bayard, Secretary of State.

Charles S. Fairchild, Secretary of Treasury.

W. C. Endicott, Secretary of War.

W. C. Whitney, Secretary of Navy.

W. H. Vilas, Secretary of Interior.

Don. M. Dickinson, Post-Master General.

A. H. Garland, Attorney-General.

PHYSIOLOGY.—1. The time occupied by one complete movement of the heart.

- 2. Contraction of the auricles, occupying one-eighth of the period; dilatation of the auricles, seven-eighths. Contraction of the ventricles, one-half of the period; dilatation of the ventricles, one-half. During the contraction of the ventricles the mitral and tri-cuspid valves prevent the flow of the blood into the auricles; during their dilatation the semi-lunar valves prevent its return to the ventricles.
  - 4. Cleanliness, clothing, diet, ventilation, etc.
- 5. Clothing prevents the escape of the natural heat of the body and thereby keeps us warm. Woollens, being poor conductors, and containing abundance of air in their fabric, retain the heat better than cotton or linen, which are better conductors of heat.
- 8. All animal tissue begins its growth in cell form, and in fact consists largely of cells filled with fluids or solid matter.
- 11. By the continued subdivision of the arteries into numberless capillaries the impulse of the heart's action is lessened and its pulsa-sation is lost, and the blood flows in a constant current.

SCIENCE OF EDUCATION.—I. The Greek ideal of education had in its elements the beautiful and the good. It meant physical and psychical vigor and strength: the harmonious culture of all the powers of the body and soul. At first physical and moral culture claimed the greatest attention, afterwards intellectual culture. Their ideal was good, but they were never faithful to it.

2. Locke's ideal of education was "A sound mind in a sound body." Individuality, strength of character, reason, and nature were the central ideas of Rousseau's system. Pestalozzi's central idea was evolu-

tion, development, growth of the mental powers. Fræbel labored not only for the growth of the receptive faculties, but for invention, production, and the creative faculty.

- 3. That the pupil may acquire the ability to readily understand the written thought of others, and may be able to correctly express those thoughts in the words of the writer.
- 4. The word method, indiciously used, is more attractive and interesting to the pupil than the phonic, gives him new ideas and accords better with the laws of the mind's actions.
- 5. Written spelling. Because spelling is used in writing almost exclusively.
- 6. Attention should be given to the talking of the pupil in the school room. Bad forms of speech should be corrected, and correct forms taught. The meaning of all words in their daily lessons should also be taught. Sentences in which new words are used should be written and studied.

GEOGRAPHY.—I. Fertility of soil, healthful and mild climate, abundance of water for men and flocks, and vegetation.

- 4. (a) New York, Pennsylvania, Ohio, Virginia, Indiana, and Kansas, and perhaps one or two others. (b) In northern Michigan.
- 5. Their climate is similar. Michigan has more abundant minerals, Massachusetts more manufactures. The people of Massachusetts are largely engaged in commerce and manufactures, those of Michigan in mining, lumbering, and farming.
- 6. New Orleans is the ninth city in the United States, and second in the value and extent of its exports and imports. Its exports are chiefly cotton, sugar, corn, and grain, and its imports are goods from the West Indies. South America, and European countries. San Francisco is the entre-port of the Pacific coast. Its exports consist of fruits, wheat, metals, furs, and lumber. Its imports are chiefly from Alaska, Japan, China, and the East Indies and Sandwich Islands.
- 9. (a) Farming, mining, fishing, and hunting. (b) With the countries of Europe, China, Japan, East Indies, and America.
- 11. Owing to the earth's shape, the rays of the sun strike it at different angles at different places. Between the tropics the sun's rays are perpendicular, or nearly so, at all times. As one goes north or south they become more and more oblique. Hence we have the greatest heat at the equator and the least at the poles.

MESSRS. HOUGHTON, MIFFLIN & Co., the Boston publishers, issue this month a classical catalogue of their books by Western authors, by which it appears that nearly fifty of the authors whose works are published by their House reside in Illinois, Indiana, Missouri, Ohio, or some other Western State.

## DEPARTMENT OF QUERIES AND ANSWERS.

[Fis Department is conducted by J. C. GREGG, Superintendent of the Brazil Schools.

Direct matter for this department to him.]

## QUERIES AND ANSWERS.

#### QUERIES.

- 171. Is brokerage always computed on par value? If so, is problem 4, page 213, Ray's New H. A. correct? Burt W. Ayres.
- 172. Is the answer to problem 11, page 219, Ray's New H. A. correct?
  - 173. Which is correct: a heroic deed, or an heroic deed? Why? D. M. G.
  - 174. What were the Kentucky and Virginia Resolutions?
  - A. P. FOLTZ.

    175. What were the names of the "Six Nations," also called the
- 175. What were the names of the "Six Nations," also called the Iroquois Indians?

  A SUBSCRIBER.
  - 176. What is the name of the fluid in the pericardium?

F. B. MILLER.

- 177. In what state and county is the center of population?
  - W. W. ROBBINS.
    J. S. ROBERTS.
- 178. Who were the "Daughters of Fate?"
  179. Who were the Silver Greys.

W. W. Robbins.

#### ANSWERS.

156. The Duke of Wellington.

J. F. Hood.

157.  $\frac{N_A}{1+N_A} = \frac{1}{5}$ . From this we see that for every unit in the numerator there is an excess of 4 in the denominator.

Then No. : I :: I : 4 Ans. F. A. CHAPIN.

- 158. John Dryden was the author of the quotation. The following is a stanza:—
  - "Three poets in three distant ages born, Greece, Italy, and England did adorn. The first in loftiness of thought surpassed, The next in majesty; in both the last. The force of nature could no further go, To make a third she joined the other two."

Of course Homer, Virgil, and Milton were the poets.

HATTIE M. LEONARD.

- 159. The Chinese History of the Dynasty, containing 5020 vols.

  I. H. TOMLIN.
- 160. The first regiment of the Civil War was numbered the Sixth,

out of respect (it was publicly said) to the five regiments engaged in the Mexican War, and for the purpose of preventing historic confusion. It was privately suggested at the time that the cause lay deeper, in the unenviable reputation acquired by the Second Indiana in that war. Though unjustly bestowed, it was determined that even a slander number should not be affixed to an Indiana Regiment.

> W. W. ROBBINS. JAS. F. HOOD.

161. Epithelium and Coreum.

#### CREDITS.

W. W. Robbins, 158, 160; Ida M. Star, 158; F. B. Miller, 160; J. H. Tomlin, 158, 159; T. K. Fisher, 158; Josephine Shealy, 158; John Gibney, 158; W. A. Hammond, 158; Lizzie Johantgen, 158; Hattie M. Leonard, 158; Grant Tegarden, 152; E. E. Shimp, 138; Will Lavengood, 151, 152; E. Mattingly, 157, 158; Emily Meister, 157; B. W. Ayres, 157; Jas. F. Hood, 156, 157, 158, 159, 160, 161; W. S. Walker, 156, 158, 160.

## READING CIRCLE DEPARTMENT.

The Teachers' branch of this department will be conducted by D. M. Geeting, Deputy State Supt., Indianapolis; and the Young Perple's branch will be edited by Joseph Carhart, Prof. of English Literature, De Pauw University, Greencastle, Ind.

#### READING CIRCLE NOTES.

#### MEMBERSHIP.

the following counties report for this month's journal:—	
Knox	121
Grant	I 54
Hendricks	107
Ripley	24
Vanderburgh	123
Putnam	161

Grant county has two more members than teachers in the county.

In Putnam county there are in the district schools 141 teachers while there are 145 members of the Reading Circle in these schools.

In the city of Greencastle there are 16 members out of 22 teachers.

We visited the Greenfield Reading Circle last week and enjoyed the evening's work very much. The observations may be enumerated as follows:—

The time of beginning was closely observed and every one was ready on time.

The leader in pedagogy for the evening showed no little skill in put-

ting questions so as to bring out the thought desired by the questioner. It occurred to the writer that one of the most desirable ends to be attained through these circles, is to acquire the art of correct questioning.

The next lesson differed somewhat in the manner of presentation: The leader made some observations on the teachings of the lesson and the class discussed them. They brought out earnest discussion which was properly managed by the leader.

The evening was a very pleasant one and must enter as a factor in the social and intellectual culture of the members.

#### YOUNG PEOPLE'S READING CIRCLE.

Some one has said, "Were I to pray for a taste which would stand me instead under every variety of circumstances, and be a source of happiness to me during life, and a shield against its ills however things might go amiss and the world frown upon me, it would be a taste for good reading." I believe that a just appreciation of that which is good, true, and beautiful is of far more importance than the facts and principles of the mathematics or the natural sciences. The boy who has acquired a taste for reading good books, will find more pleasure at home in the companionship of the wisest and best of all ages than he will with the street loafer. How can this taste be developed?

The difference in dispositions and home training make this questions a difficult one to answer. Many of the homes, having on their tables trashy and even vicious literature, render it almost impossible to do anything for those who are most needy. Fully realizing that any change in public sentiment, is of slow growth, we must be content to labor and to wait.

In compliance with a request of Prof. Carhart, I give the plan we have adopted to furnish the means by which that taste for good reading may be cultivated and the results so far attained. By the consent of the School Board, the 22d of February, 1887, was set apart as a Public School Library Day. On that and the few succeeding days about 500 volumes of good books and magazines were donated to the various schools. This formed the nucleus about which we are still building what we hope will become a good public library. Last year in addition to the donation, some of the schools introduced what is called here the penny collections. This consisted in contributions of one or more pennies each Friday afternoon from money saved out of that which would otherwise have been spent foolishly.

At the institute last fall, the subject of the Young People's Reading: Circle was presented to the teachers. Most of them approved of the movement, but did not think it could be made successful in the country, because the parents would think it unnecessary. It was suggested that the teachers discuss the subject at their first institute, and if possible induce the trustees to purchase at least one set for each of the schools in the township. If this plan did not succeed, they should then try the plan of the penny collections. I do not know what has been done in the country, but in the city we had to continue the penny collections. These collections have varied in the different rooms from a few cents to \$10.00. We have collected in all nearly \$100.00, and have introduced into the schools over 100 books. At the present time 1400 of the pupils are doing more or less of this work.

Could you not through the columns of the Journal give a good supplemental list of books for pupils in all the grades?

An enterprising teacher writes: "Enclosed please find thirty-eight names of Y. P. R. C. They are enthusiastic in the reading. We are reading each subject during a week and then writing upon that on Friday afternoons, thereby insuring close reading, drill of memory, and thoughtful expression after reading. It works admirably.

In Liberty township, Warren county, 137 pupils are taking the Y. P. R. C. work, and more are going to take it.

## MISCELLANY.

THE first session of the Eaton Normal will open April 9th. W. F. Barr is principal.

BUTLER.—Its report of 1887-8 makes a good showing—six teachers with E. M. Teeple as Supt.

A SUMMER NORMAL under the charge of Ezra Mattingly and A. A. Armen will begin April 2d, at Odon, Ind.

PURDUE UNIVERSITY is achieving large success, and especially so in its Agricultural Experimental Department.

KOKOMO.—A recent report shows an enrollment in the schools of \$277, with a daily attendance of 994. Sheridan Cox is Supt.

WABASH COLLEGE, now in its 57th year, is doing its usual high grade of work and is having its usual prosperity, which it deserves.

Removed.—The Teachers' Co-operative Association, Orville Brewer manager, has removed from State street, to 70 and 72 Dearborn street, Chicago.

RUSHVILLE recently had a "visiting week." In the time there were 1444 visits made to the schools, and the result was most gratifying to patrons and teachers. The schools are prospering under the superision of E. H. Butler.

H. E. Cushman will open a normal at Newberry, April 1. If the methods indicated in the circular are followed, the work will be of the best.

THE Jackson county manual gives in a neat form all the desired information in regard to the schools and teachers. W. B. Black is Co. Superintendent.

IVISON, BLAKEMAN & Co. have sent out an artistic program of the National Superintendent's Convention, which is to be held in Washington City, March 6, 7, 8.

THE BORDEN QUARTERLY is a neat 3-column 8-page paper printed at New Providence, Ind., and represents the interests of the Borden Institute. The paper contains some good educational matter.

THE CENTRAL NORMAL at Danville continues to prosper, and its prospects for a large spring term are very flattering. The probability is that it will enroll this year more than 1000 different students.

WARSAW.—The members of the high-school, assisted by some of the teachers, recently gave a grand masque de la carnival that netted the modest sum of \$115. What high-school can beat those figures?

"PEARLS AT RANDOM STRUNG" is a beautiful little souvenir sent out by Cyrus Smith, the genial agent of A. S. Barnes & Co. It consists of "a gem of thought" for each day of each month of the year. It is a "thing of beauty."

THE State Board of Education, at its meeting in January, 1889, ordered that the examinations for Primary License be held on the last Saturdays of March, April, and May of each year, instead of in the months of June, July, and August, as heretofore.

THE Southern Indiana Normal, at Mitchell, is having the most prosperous year in its history. The attendance is larger, the classes are stronger, the prospects are brighter, new departments are added, every body is happy—especially the principal, E. F. Sutherland.

DO NOT forget that the National Educational Association will meet this year in Nashville, Tenn. The local authorities in conjunction with the officers of the association are leaving nothing undone which will contribute to the success of the meeting. The meeting will be July 16-20.

LOGANSPORT.—A recent monthly report shows an enrollment in the schools of 1886. The percent of attendance is 96, and the entire report shows well for the schools. Supt. J. C. Black says that when a large number of cases of tardiness occurs in a room it is a proof that the teacher lacks earnestness, or that both parent and children are indifferent.

THE next meeting of the Southern Indiana Teachers' Association will be held at Greensburg, April 10, 11, 12. An excellent program will be prepared and it is believed that this meeting will sustain the high reputation heretofore attained by this association. W. P. Shannon, Supt. of the Greensburg schools, is chairman of the Ex. Cc'm.

EVANSVILLE.—The annual report of the Evansville schools for the year ending August, 1888, is at hand. It is very complete in its statistics, its direction to teachers, suggestions as to methods and ends to be attained, history of superintendents and officers, the growth of the schools, etc. The enumeration for 1888 was 16,448, the enrollment 6,285, and the number of teachers 154. The schools are in a prosperous condition. J. W. Layne is Supt.

THE STATE NORMAL SCHOOL secured an appropriation of \$100,000 from the present legislature, with which to replace the building lost by fire last spring, and to purchase library, apparatus, etc. Terre Haute had already appropriated \$50,000 toward replacing the building, and the work was well under headway. The contract has already been let for its completion, and at the beginning of next school year the school will doubtless assemble in its new home.

WHITLEY CO.—Supt. Knisely sends out to his teachers two long columns of interrogatories that are full of suggestions. He reports that his county institute, held Holiday week, cost \$188.70, \$30 70 of which he paid out of his own pocket. He publishes the name of each teacher attending the institute, together with the number of roll-calls responded to. He says his high-school teachers rarely attend either township or county institutes, and fail to show educational interest, and intimates very strongly that their places should be given to others.

The Vermillion County Association met at Newport, December 28 and 29. Fully two-thirds of the teachers were present. A new feature, the exhibition of school work, was very successful and attractive. The exhibit included written MSS., penmanship, map-drawing, drawing, outlines of English literature, essays, and primary work. Eighteen schools were represented. Quality, not quantity, was the aim. In the written work, attention had been given to the following: margin, spacing, heading, neatness, and the beginning of the first line of each paragraph. The work was suspended from cords, arranged in parallel rows on each side of the room.

# NORTHERN INDIANA SUPERINTENDENTS' AND TEACHERS' ASSOCIATION.

The second annual joint session of the Northern Indiana Superintendents' and Teachers' Association will be held in the Presbyterian Church, Warsaw, Ind., April 4th, 5th, and 6th, 1889.

#### OFFICERS.

President - T. J. Sanders, Warsaw.

Vice-Presidents — { Mrs. A. E. Mowrer, Warsaw. Miss Leodena Ward, Hammond.

Si retary-Rose McComskey, Kokomo.

Treasurer-E. J. McAlpine, Warsaw.

Railroad Secretary-F. E. Bowser, Warsaw.

Executive Committee—T. J. Sanders, ch'n, Warsaw; W. H. Banta-Valparaiso; M. W. Harrison, Wabash; Rose Alexander, Anoka; Rebecca Weiklow, South Bend.

#### PROGRAM.

THURSDAY EVENING, 7:30 o'clock.—Meeting called to order by the retiring President, J. C. Black. 1. Song by the Choir. 2. Prayer by Rev. J. Q. Hall. 3. Song. 4. Address of Welcome, Mayor L. W. Royse, of Warsaw. 5. Response by Supt. R. A. Chase, Plymouth. 6. Address of retiring President. 7. Inaugural Address: The Unconscious in Education, Supt. T. J. Sanders, Warsaw. 8. Miscellaneous Business.

FRIDAY, 9:00 A. M.—I. Devotional Exercises. 2. Paper: How to Increase Teachers' Salaries, A. J. Whiteleather, Supt., Bourbon. 3. Discussion. 4. Recess. 5. Paper: Nature Speaks the Language of Consequences—A. M. Huycke, Prin. high-school, Wabash. 6. Discussion. 7. Appointment of Committees.

Afternoon, 2 o'clock.—I. Song: Colored Glee Club. 2. Paper: The Actual and Possible Influence of the School upon Good Government, C. T. Lane, Prin. high-school, Ft. Wayne. 3. Discussion. 4. Recess. 5. Paper: Discipline, S. B. McCracken, Prin. Delphi high-school. 6. Discussion. 7. Two Simultaneous Round Table Talks:

- 1. City Supts. and Teachers: Lewis H. Jones, Supt. Indianapolis schools, to sit as chief. Suggestive Subjects: a. How to manage and what to do with the bad boy. b. Regularity, Punctuality, Silence, and Industry; their effect upon the future citizen. e. Absence and Tardiness of Pupils. d. Professional Teachers and Supts. e. The Written Examination and Promotion of Pupils. f. The Superintendent.
- 2. County Superintendents: Calvin Moon, of St. Joseph County, to sit as chief. Suggestive Subjects: a. The Necessary Elements of a Successful School. b. How best secure the Co-operation of Patrons. c. The County Supt. in the School-Room. d. Examinations in our District Schools; their Purpose and Results.

Evening, 8 o'clock.—Music: Double Quartette and Colored Glee Club. Lecture: Opportunities in School-Life for Moral Education,—Rev. Sylvester F. Scovel, D. D., Pres. University of Wooster.

SATURDAY, 9 A. M.—I. Song by the Choir. 2. Devotional Exercises, conducted by President Scovel, followed by an address on the

Christian Scholar and the Christian College. 3. Paper: Social Tendencies in Education—Dr. W. N. Hailman, Supt. La Porte. 4. Discussion opened by Mrs. Emma Mont. McRae, of Purdue University. 5. Recess. 6. Song: Solo. 7. Paper: Some Fundamental Conceptions in Ethics—W. W. Parsons, Pres. Indiana State Normal School. 8. General Discussion.

Afternoon, 2 o'clock.—1. Paper. 2. Discussion. 3. Reports of Committees. 4. Unfinished Business.

HOTEL RATES.—Hotel Hayes, \$2 a day to transient and those occupying single rooms; \$1.50 per day where two or more go together. Reed House, 75 cts. per day, board and lodging; table board \$0 cts.

RAILROAD RATES.—Reduced rates will be given to members of the Association on the following terms: (1) They must purchase a full fare ticket to Warsaw. (2) They must obtain of the same agent, a certificate stating that they paid full fare going. Members must have these certificates, or pay full fare both ways. Certificates stamped by home agent, and signed by F. E. Bowser, Railroad Secretary, at Warsaw, will receive return tickets upon payment of one-third fare.

Members should inquire of their local agent at least one week before the meeting, lest he may not have on hand the necessary certificates. In case the agent can not sell a through ticket to Warsaw, purchase to the nearest point where such tickets can be obtained, and there repurchase to Warsaw, obtaining certificates from both agents of whom tickets were purchased. The above conditions are for Indiana.

F. E. Bowser, R. R. Sec'y.

## PERSONAL.

A. E. Malsbary has charge of the Dayton schools.

John W. Runcie is principal of the normal school at Princeton.

Mrs. Emogene Mowrer is principal of the Warsaw high-school.

- W. H. Sanders, a graduate of the State Normal, has charge of the school at Middletown.
- J. W. Perrin, formerly of Indiana, is succeeding well this year as Supt. at Petersburg, Ill.
- W. H. Fertich, formerly of Indiana, now Supt. at Larned, Kansas, is having a pleasant year's work.
- J. A. Wood, formerly of Indiana, is enjoying his work as Professor of Mathematics in Winfield College, Kan.

Hiram Hadley, formerly a leading teacher of Indiana, is now Pres. of Las Cruces College, Las Cruces, New Mexico.

J. M. Mavity is principal of the West Lebanon schools, and he is also editor and proprietor of *The West Lebanon Gazette*.

- Sam. F. Cox, formerly of the normal school at Paoli, is now consected with Pierce Christian College, at College City, Cal.
- Emma B. Goodry, after five years of successful work in the Muncie schools, has been compelled to resign her place on account of ill health.
- W. G. Tull, principal of the Morristown school, has arranged a lecture course, charging a small fee, hoping to make a little money for library purposes.
- Dr. John S. Irwin, Supt of the Fort Wayne schools, has been seriously sick. The Journal is glad to report that he is convalescent and will soon be himself again.

Miss Rosa Dark, for many years a teacher in the Indianapolis schools, has for the past five years been teaching in the Argentine Republic. She has just returned home to stay.

- T. J. Sanders, Supt. of the Warsaw schools, has put into pamphlet form his thesis on "The Philosophy of the Christian Religion," the writing of which secured for him the title Ph. D.
- Thos. B. Helm, of Logansport, one of Indiana's former teachers, for several years Supt. of the Logansport schools, recently died at his home in Logansport. He left one of the best private libraries in the state.
- Jacob P. Dunn, author of "Massacres of the Mountains," and "A History of Indiana," has been elected State Librarian. Mr. Dunn is well qualified for the position, and should be continued in the place for years to come.
- S. A. Harker, who is finishing his third year as Supt. of the Albany schools, has accepted a position as teacher of mathematics in the Columbus Normal School and Business Institute. He will begin his new work in the spring.
- Lucius B. Swift, formerly Supt. of the La Porte schools, but now a successful attorney at Indianapolis, is an active member of the Indiana Civil Service Reform Association. Correspond with him for desired information on Civil Service.
- Prof. L. S. Thompson, for many years connected with Purdue University, has accepted the position of Supt. of Drawing in the schools of Jersey City, N. J. Prof. Thompson is a master of his art, and will doubtless fill well his new position. His removal from Indiana is an educational loss that can not be easily supplied.
- J. T. Merrill began work as a teacher in the La Fayette schools 27 years ago, and is now serving his twenty-fifth year as Superintendent. This makes him the most venerable Supt. in the state, and the "boys" who have charge of schools in other cities should take off their hats to father Merrill when they meet him. Notwithstanding his age he is

still as youthful in spirit as ever, and his energy and ability to endure close work have not abated a whit. He is good for at least twenty-five years more.

Miss Clara Armstrong, for several years principal of the Indianapolis Training School, some ten years ago went to the Argentine Republic, South America, as the principal of a Normal School. She took several Indianapolis teachers with her, and on a return trip took others. She has met with eminent success. By an existing law all foreign teachers now in normal schools will receive pensions when they have taught twenty years, providing they become Argentine citizens. An exception is made in favor of Miss Armstrong, to whom a pension has been voted at the end of her tenth year—this in honor of her signal services in elevating the standard of education.

## BOOK TABLE.

THE GRANT COUNTY TEACHER, published at Marion, is doing its work.

SCRIBNER'S MAGAZINE for March is at hand, filled, as usual, with matter interesting and instructive. This is the best \$3-magazine published.

HARPER'S MONTHLY for March contains articles from T. B. Aldrich, B. Bjornson, Charles Dudley Warner, George William Curtis, Edward Everett Hale. Such names add dignity and worth to any magazine.

THE WISCONSIN CITIZEN, is the name of a paper published at Racine, Wis., by the Wisconsin Woman Suffragist Association. Its motto is, "Womanhood, Manhood, Equality." It furnishes a great deal of spicy reading for 25 cts. a year. Rev. Olympia Brown Willis, of Racine is President of the Association.

GRAY'S SCHOOL AND FIELD BOOK: By Asa Gray. New York and Checago: Ivison, Blakeman & Co. John E. Ellis, Chicago, Western Agent.

For more than twenty years Prof. Gray's books on Botany have been before the public, and they have always stood at the head. They cover the ground completely. The book above named is the one generally selected for high-school and college use. The spring is the best season for studying botany.

SECOND LESSONS IN ARITHMETIC: By H. N. Wheeler. Boston: Houghton Mifflin & Co.

The author calls this "an intellectual written arithmetic upon the inductive method." He places unusual stress upon the fundamental principles, and omits useless subjects and terms known only to the achool-room. The plan is certainly an excellent one and deserves careful study by all teachers.

THE METHODIST MAGAZINE, published in Indianapolis by H. M. Diamond, made its appearance Jan. 1, 1889. It is in pamphlet form, and contains thirty-two double-column pages. The first issue contains articles by S. A. Keen, D. D., C. E. Asbury, Virgil W. Tevis,

J. F. Woodruff, Wm. Telfer, J. M. Bailey, M. L. Haines, and others. These names give guarantee as to quality of matter. It is printed on good paper and presents an attractive appearance. Indiana Methodists should give this magazine a liberal support.

Introductory Steps in Science—For the Use of Schools: By Paul Bert. Translated from the French and adapted to use in America. New York: D. Appleton & Co. Charles E. Lane, Chicago, Western Agent. pp. 363.

This is an admirable book. Over a half million copies of the original book were sold in France within three years. The author keeps in mind the fact that one great purpose of science study is to teach observation, comparison, classification, etc. Observe, think, and express the results of the observation and thinking in good language: this indicates the plan and idea of the book.

THE SCIENCE OF MIND: By Francis B. Palmer, Ph. D., Principal of State Normal School, Fredonia, N. Y. Cincinnati: Van Antwerp, Bragg & Co.

This book is not a treatise on Psychology, as its author declares in his introduction, but an exposition of the science of mental growth, on which the art of methods might be founded. The end which this book has in view is the method of developing the mind to what Psychology declares it ought to be. The subject-matter of this book was developed out of the writer's own needs and experiences, and being a summary of personal experience should be a great aid to all who are working and groping along the same line.

Testa:—A Book for Boys: Translated from the Italian of Paolo Mantegazza, by Luigi D. Ventura. Boston: D. C. Heath & Company.

This is a story of an Italian boy who on account of failing health was obliged to give up for a time his school-life. For his health, he was sent to live on the shores of the Mediterranean with an uncle who had spent most of his life as a sea-captain. His uncle was a shrewd's sensible man who, if he had gained little knowledge from books, had acquired a liberal education through travel and observation. He becomes the boy's tutor and impresses upon his nephew the results of his own experience. He teaches him science without a book; the value of right living and high thinking by both precept and example; at the same time illustrating tender mercy and charity in his intercourse with the unfortunate. The whole influence of the book is elevating, and fortunate are the boys who make its acquaintance.

LECTURES ON THE SCIENCE AND ART OF EDUCATION: By Joseph Payns. New York: E. L. Kellogg & Co.

This book is a collection of essays delivered by Jas. Payne in his capacity of Prof. of the Art and Science of Education (or as we should call it in these days, Prof. of Pedagogy) in the College of Preceptors, London. He was the first English Professor that filled such a chair. Previous to this time in England teaching was considered a matter of imitation merely, the teacher sought no principles because he never heard that any principles existed. Mr. Payne, through his study of the French reformer Jacotot, was strengthened in his belief that there was a science of education, and that the true teacher must have a knowledge of the laws that regulate the growth and development of the intellect. From the time he made this discovery to his death, his en-

ergies were turned in this one direction. These lectures are part of the results. They are the expressions of an enthusiast, and it seems to me can but create enthusiasm in the mind of the reader.

#### BUSINESS NOTICES.

SCHOOL BOARDS contemplating changes can learn the addresses of the best Western and Eastern teachers, willing to change places, by addressing Orville Brewer, manager of the Teachers' Co-operative Association, 170 State street, Chicago. We can assure all who write of confidential and honorable treatment.

SEE the advertisement on 3d cover page, by E. L. Kellogg & Co. It gives information of interest to teachers.

PLEASE refer to the advertisement of D. Appleton & Co., in last month's Journal, if you expect to teach or study Botany this spring.

3 It

THE Ohio, Indiana & Western Railway (the old I. B. & W.) has made some radical changes in the time of running trains, and the attention of all interested is called to the new time card on another page.

ANY superintenden' or teacher desiring pleasant and profitable employment would do well to investigate SMITH'S AMERICAN MANIKIN, for schools and physicians, pronounced THE BEST by every educator and physician to whom it has been shown. Address,

WRIGHT PUBLISHING HOUSE,

3-It Indianapolis, Ind.

THE CENTRAL NORMAL COLLEGE is enjoying a well deserved increase in attendance. No school has striven harder to meet the wants of Indiana Students, and the many friends of the institution will be pleased to know that the attendance is larger than usual for the winter season. See the new advertisement in this issue.

HERBARIUM AND PLANT DESCRIPTION.—By Edward T. Nelson, Ph. D., Professor of Natural History, Ohio Wesleyan University, Delaware, O. Combines the Plant-Record and the Herbarium. The most attractive cover, best paper, elegant type. Price 75 cents. Sample copy sent to any teacher for 50 cents, which sum will be refunded if the work is introduced.

3-It E. T. Nelson, Delaware, Ohio.

PENNSYLVANIA EDUCATIONAL BUREAU.—Established 1880, Filled hundreds of positions. Good places for good teachers. Employers served without charge. Business transacted in every State and Territory. The manager has an experience of over twenty-five years as teacher and superintendent. Register now and get the full benefits of the season. Circular sent free.

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# CHARACTER AND SCOPE OF THE ELEMENTARY SCHOOLS.

G

J. W. LAYNE, EVANSVILLE, IND.

OR the purposes of this paper, education may be divided into two classes—general education, which is intended to be serviceable to one whatever his vocation may be; and special education, which is intended to fit one for some particular vocation. As to extent, the former of these may be subdivided into three classes, viz, elementary education, under which is included the work usually attempted in the country schools and in the grades below the high school of our city schools; secondary education, under which is included the work of high schools, academies, and the preparatory departments of our colleges; and higher education, under which is included the work of the colleges and universities. It is of elementary education, or the work done in the elementary schools, that this paper is to treat—first, as to the scope of that work; second, as to it character.

It is customary to divide education into three classes, moral, physical, and intellectual. Accepting this classification, we are to inquire what is the province of the elementary schools as to each of these divisions. At a time when the critics of our public schools are so numerous, this inquiry is pertinent. The critics of our public schools may be grouped into four classes:

1. Those who constitute the fag end of that once formidable and respectable class who opposed the origin and development

of our public school systems, but who have been left so far behind by the progress of modern thought that we may safely leave them to fret their lives away in unavailing fury.

- 2. Those who attack the schools for the same reason that they attack the churches, viz., because they know the schools have a warm place in the affections of the people, and that by attacking them they can gain a little much coveted notoriety. The remedy is public indifference.
- 3. Those who have no other knowledge of the work of the schools than that derived from the mortifying fact that they have failed to make scholars of their children, and whose parental love and affection forbid that they should seek the cause of such failure in the defective mental faculties of their own offspring. For this class we should exercise great sympathy and forbearance.
- 4. Those who know the public schools as they are to-day, who know their history and development, who comprehend the difficulties under which they labor, who recognize their excellencies as well as their defects, who also recognize the grand possibilities for good or evil which they contain, and who study, compare and criticise that they may preserve and improve, this fourth class alone have the right to speak and to be heard; and when they do speak we as teachers should touch our ears, after the Roman custom, to signify that we are willing listeners.

But I sometimes think that the public schools are in more danger from their friends than from their enemies; for it is safe to assert, and I would especially ring it in the ears of our politicians, that when any one, with hostile intent, attacks our public schools, he attacks an institution nearer to the hearts of ninetenths of the American people than any other—the churches not excepted; and he may rest assured that his attack will be resented and repelled, if it be not so puny as to deserve only contempt.

But there is a tendency on the part of their friends to overload the schools, and impair their efficiency, by assigning to them, in addition to their own proper work, the work of the family, the church, the Sunday school, the shop, and the various benevolent institutions.

Are the children from four to six years of age in the way at

home, try to smuggle them into the already over-crowded public schools, and thus convert them into day nurseries.

Is there any philanthropic or benevolent enterprise in contemplation, the public schools are thought to be the most inviting field for operations.

Is religion thought to be a desirable thing, the schools are called upon to teach it, and the teacher who wisely thinks it best to hold his school to its own proper work and not to dissipate his and his pupils' energies upon a number of outside matters runs the risk of having his school denounced as godless and himself as an infidel.

Is temperance thought to be a good thing, immediately the school master is called upon to teach all the minute effects of alcohol upon the human system, even to its effects upon the molecular structure of the various tissues.

Is it found by experience that, through the culpable neglect of mothers, many of their daughters are not taught to sew, cook, and perform the various household duties in a proper manner, it is insisted that sewing, cutting and fitting, cooking, and the multifarious duties which our girls may be called upon to perform must be taught in the public schools.

Is it observed that the majority of boys in towns and cities must follow some mechanical pursuit, it is urged that the trades, or, at least some of them, should be taught in the schools, that is, we must have industrial training.

Now, I protest that we must leave something to the family, the church, the Sunday school, the benevolent societies, the shop, and the colleges and universities.

Temperance, religion, and the various works of charity—all good within themselves and much to be desired—must be left largely to the family, the church and the Sunday school, with such incidental help as the schools can give.

We are assuming duties which do not properly belong to us, and are holding ourselves responsible, and are allowing the community to hold us responsible, for results which we have not adequate means for securing. In this age of the division of labor, specialization in single lines of work and paternalism in govern-

ment, there is a tendency to turn over the children in mass to the schools for them to educate; for the parent to let the job, as it were, of educating his children to the school-master, as he lets the job of building his house or tilling his farm, and to give himself little concern about the matter thereafter, except to inspect the finished product, to see whether it suits his fancy. family religious instruction, formerly so common and thought to be so important a part of the duty of the parent, has almost disappeared, and the schools are censured for the results of this parental neglect. The family is, ought to be, and ever will be, the most potent element in the moral development of the child. I protest not against considering moral instruction a part of the work of the elementary schools; but I do protest against holding them to a responsibility out of all proportion to their opportunities. The majority of children receive their permanent moral bent before they enter school. Still the development of his pupils into a full, well-rounded, moral manhood or womanhood is the highest duty and pleasure of every true teacher. But morality is a growth, a development, an evolution, if you please. It must begin before the child enters school, continue through the entire school course, and after school life is ended.

From its very nature, moral training must be largely incident-The pupil must, unexpectedly to himself, be brought face to face with moral principles and be compelled by circumstances to decide for himself the rightfulness or wrongfulness of a given course of conduct. Every day's work in a well ordered school gives moral training. The habit of yielding a ready, cheerful and implicit obedience to all the rules and regulations of the school is of inestimable value as a means of moral development. Learning to do, and to do well, every duty assigned, is equally invaluable as a means of moral discipline. The teacher, moreover, may find innumerable opportunities in connection with the subjects taught, at morning exercises, at general exercises, and by means of memory gems, etc., to give moral instruction; but after all, the most potent influence, so far as the schools are concerned, in forming the child's moral character, is the living, inspiring, personal character of the frank, upright, pure teacher.

Nor can the schools fairly be held to that degree of responsibility for the physical development of the pupil which some have sought to place upon them. The inherited constitution of the child and his environments during the first six years of his life are wholly beyond the influence of the teacher, and he has only an indirect influence over his food, clothing, sleep, and habits after he enters school. In so far, however, as he can influence these things, he may be fairly held responsible for results. If he fails to teach and to put into practice the laws of hygiene, if by the rules and requirements of his school he prevents proper sleep. rest and exercise, if by excessive work or undue excitement he over taxes the nervous system, if by imperfect heating or ventilation he weakens the vital forces, he commits a great wrong and deserves the severest censure; but there is a disposition to attribute to the stairs, the studies, and the examinations, results which should be attributed to late hours, late suppers, improper modes of dressing and undue social excitement. There is a disposition to make the schools the scape-goat for the sins of the family.

In the way of physical exercise, little need be done except to allow freedom to the spontaneous inclinations of childhood and not to repress them by unwise admonitions. It is feared, however, that supersensitive nervous systems (often made so by over-work) and false ideas of what is "lady-like" are doing injustice, in this direction, to the boys and girls of many schools, and especially to the girls. We are having too many "nice little women" now to have enough vigorous, healthy matrons by and by. Children would never amount to anything, if they obeyed their grandmothers.

Gymnastic exercises are good in their place, but they are insignificant compared with the free romp of healthy boys and girls; and falling in line and solemnly marching around the school-house no more answers the purpose of the exciting childish sports of the out door recess than Col. Sellers's candle in the stove really answered the purpose of a genuine base burner filled with anthracite coal.

Herbert Spencer contends, and with much reason, that "the

first requisite to success in life is to be a good animal," and that "the best brain is of little service if there be not enough vital energy to work it." The dainty man is a useless man, and the like might almost be said of the dainty woman. The degree of physical development which we should seek to secure, should be that of the stalwart Northmen of the first centuries of our era, rather than that of the puny Roman of the same period. If we look about us and read the names on the signs of our great commercial and manufacturing establishments and note how large, and what a growing per cent. of them belong to persons of foreign birth, we shall see the necessity of cultivating in our boys a more rugged, a more aggressive masculinity, if American-born citizens are to maintain that predominance in the affairs of this country which their numerical superiority would lead us to expect.

We come now to inquire what we may reasonably expect from our elementary schools in the way of intellectual education. The range of subjects which the consensus of the American people has thought it wise for them to attempt may be gathered by taking the common element of the courses of study of the more than forty school systems which have grown up in the United States, each legally independent of all the others. These systems differ so little in this respect as to furnish the strongest presumptive evidence of their general adaptation to the needs and demands of American citizenship. From these systems it may be gathered that it is expected that the elementary schools shall teach those who pass through them to read the English language well, to write a neat, legible hand with reasonable rapidity, to spell correctly, to make the computations of ordinary business with accuracy and rapidity, and to write pure, grammatical English; that they shall also teach the more important facts of geography, so much of the history of the country as will enable the pupils to become good citizens, and so much physiology and hygiene as will enable them to take proper care of their bodies and minds. To these subjects may be added, where practicable, the elements of drawing and vocal music.

The task set, seems one easy of accomplishment in the time assigned; but all who are acquainted with the results of our

school work know that this task is not always well performed. Why?

In the first place, the statistics show that two-thirds of the pupils of the larger graded schools belong to the first four years or grades. One half of the pupils do not, therefore, enter upon work of the fifth grade, and of those who do, but a small per cent. go through to the high school. This fact explains why many pupils do not receive a good elementary education. For such failures, the parent, and not the teacher, is responsible.

Secondly, there is often a lack of organization of the subjectmatter taught—a failure on the part of the teacher to see the relation to each other of the various parts of a subject and to subordinate the minor parts to the main purpose, a tendency to consider these minor parts ends within themselves, and not merely as means to a higher end; and in our graded schools a failure on the part of the teacher to see the relation of the work of a given grade to the work of the preceding grade, and especially to that of the succeeding grade, and thus to lose continuity of effort along the line of the graded school course, a disposition to regard the course as chopped up into parts of a convenient length and a part assigned to each teacher, which he is to perform without reference to the work of the others, instead of regarding the course as a whole, so arranged as to produce a given result clearly apprehended and earnestly striven for by each from the beginning.

Again, too much time is spent upon unimportant and useless details. The child is deluged with isolated, unrelated facts until the mind, in sheer self defense and by a necessary reaction, tends to reject them all. Many of the facts which we attempt to teach are useless either as matters of information or as means of discipline, and instead of promoting mental vigor they tend to produce mental dyspepsia. Take as an illustration the subject of geography. In the new edition of one of the most used series of geographies, the larger of the two books calls for the learning, either in the descriptive geography or the map questions, of 200 rivers and 333 cities in North America alone, not taking into account the special state geography, and 93 rivers and 280 cities

in the remainder of the world, making a total of 393 rivers and 613 cities called for. Will any one say that one-half, yea, one-third, of this number would not be sufficient for all ordinary school purposes? What is true of rivers and cities is true of other details. God protect our schools from such a useless and senseless mass of rubbish!

What is true of geography is true, in a greater or less degree, of other subjects. Our book makers have piled facts upon facts until they are smothering and crushing the children under the mass.

Again, in some subjects we do not secure results commensurate with the efforts bestowed, because the subjects are taken up before the child possesses sufficient mental development to comprehend them. Especially is this true of English grammar and arithmetic. Could I be certain of a child from his 6th to his 11th year, I would agree to teach him all the arithmetic he now learns in five years, in the last two, and to teach it better than he now learns it. The time thus gained, as well as that gained by omitting unimportant details in this and other subjects, might be used to better purpose; as, in cultivating the sense perceptions and the imagination, or in teaching more thoroughly reading and the use of the English language.

If we would abolish lip-service and put the brain to work, we must not force the child beyond his depth, but only push him to that limit where by vigorous effort he can maintain himself. Children are often hopelessly muddled by being put into processes before they are able to comprehend them. There is a certain maturity of mind that in ordinary children comes only with increase of years. By putting them into subjects before they can comprehend them, we make school work drudgery and tend to disgust them with all intellectual effort. The question, "Why do so few pupils continue to be students after they leave school?" is worthy of our most serious consideration.

The most that we can do for a majority of those who enter the elementary schools is to put them into possession of the means of acquiring knowledge and to arouse in them a desire to learn.

Herbert Spencer says that the organization of knowledge is

more important than its acquisition, and that the mind is like the body, it can not assimilate beyond a certain rate, and if you ply it with facts beyond this rate, it tends to reject them.

Notwithstanding these criticisms, it were an easy proposition to defend that the public schools, all things considered, are doing their work better than the Sunday schools, the churches, or the newspapers—the three other great educational forces outside of the family; but by this statement it is not intended to assert that they are doing their work perfectly, or that they are not justly open to criticism; nor should we be too sensitive to criticism. It is an omen of good. Let it come.

## LITERATURE IN THE HIGH SCHOOL.\*

O, H. CARSON, PRIN. KENDALLVILLE H S.

An examination of the courses of study pursued in our highschools will show, that, while most of the fields of thought are entered upon as far as could reasonably be expected from schools purely preparatory and general in their nature, the study of English thought, as typified in the art forms of language, is not, generally, given a position that its relative importance demands. And if it be said that it, frequently, does not occupy the commanding position it should in courses of study, it can be said with greater emphasis, and with a wider sweep of application, that the character of the work performed is of a lower order, less satisfactory to teacher and pupil, than that accomplished in any For while there is always, in school work, a line of other field. separation between attempt and accomplishment, in the case of literature the line becomes a chasm. This is not always the case; it should never be the case; but, usually, this will be found to be true, and where found true, the causes readily suggest themselves.

Literature is a fine art. It is the product of the highest powers of the intellect. It is the embodiment, in the form of language, of that which is the highest and best in mind. To form

<sup>\*</sup>Read before the High School Section of the State Teachers' Association.

a rightful and appreciative conception of artistic thought requires a mind cast in the literary mould. That the strength and beauty of literature at all reveal themselves, it is necessary that the mind of the recipient be plastic, that it be capable of receiving the impress of the artistic. Not only is the ordinary mind not cast in this literary mould, but, only to a limited degree, is it capable of receiving and appropriating literary impressions. The ordinary man does not walk, as Horace sometimes did, with head He walks upon the earth, and his gaze is striking the stars. upon the earth. His conceptions are of those things about him. Idealized thought he has none. The thought that does occur to him is the natural suggestion of surroundings, and is clad in the homeliest of garbs. The first reason, therefore, that the study of literature in the high school is not, usually, productive of the best results, is to be found in the character mind of the pupil, in its mediocrity, in its undeveloped state.

But not all, and probably not the greater portion of the failure is to be attributed to this cause. Th t, in some schools, the study of literature has been made highly pleasurable and profitable is evidence that, working even with the ordinary mind, a fair degree of success is possible. Literature is poorly taught; more properly speaking, it is, usually, not taught at all. made the dumping ground where all sorts of wares are thrown. It is made a reading lesson, a geography lesson, a lesson where all sorts of crumbs are picked up, but nothing but crumbs. Very naturally, therefore, the pupil fails to recognize the logical ground for its introduction as an independent study. He sees nothing in it but parts of other subjects. To him it has no existence of It is not an independent luminary, but a reflector of borrowed light. Literature, as literature, is unknown. only is he unacquainted with its nature, but with its existence, save as a name. Such teaching, therefore, is almost a positive injury, because its effect is to lead the pupil entirely astray, it is to make him think he is acquainted with that which he knows

In very many cases, I think, this failure in teaching is due to failure in conception. Many teachers have not, in their own

minds, any true idea of what literature is. A failure in their own conception, of course, implies a greater failure in creating a proper conception in the pupil's mind. But much more frequently the fault lies in an inability to analyze, to clearly discern the elements that constitute a literary production. The knowledge may be present, a keen appreciation may be felt, but the specific causes that give rise to the knowledge do not suggest themselves. Literary beauty thus evades analysis, like the fine odor of a rose or the exquisite harmony of musical sound. Or if the teacher have this power of analysis, he may lack the power of conveying impressions, of stimulating thought, of arousing interest. A teacher may fail in teaching literature, therefore, through lack of conception, lack of analysis, or through failure to convey.

Every teacher may have this consolation, that he is responsible for the accomplishment of only as much as the pupil's mind admits of. That teaching is perfect which draws from the pupil's mind all there is in it. With given data we have a problem to work out. We work under the environment of conditions outside of which we can not go. But it is our high duty to see that the subject shall be so presented as to tax to their utmost the mental powers of the student. From the presentation of the subject of literature, therefore, the pupil should gain a definite conception of the nature of that art. The elements essential to literature should become so fixed in his knowledge that they constitute the ground-work of his future thought on the subject. He should clearly learn the fundamental principles, and so learn them that they instantly reveal themselves to his mind in every literary production. In other words, he should be taught literature. He should be started on the path, he should be taught the way, and when he sees it clearly outlined before him, he can then walk therein, alone.

Literature is idealized thought in artistic form. As the crystal gathers into a mass of perfect form only that which is pure, so in literature the ethical ideas of the race are given shape and finish by the mold of high art in which they are cast.

There are then two sides to literature—the content side and the expression side. It is usual to notice little but the latter in the study of literature. Such study is too narrow. There is more to be gotten out of Shakespeare than mere word arrangement or thought arrangement. Shakespeare is profoundly eth-Let Brutus stab imperial power in the person of Cæsar and he must pay the penalty with his own life. commit a crime against the family and he must wander about with seared eyes, and finally give up his life. Shakespeare teaches ethics by teaching the triumph of truth. All literature, to be completely literature, must be strictly ethical; and just in the proportion that the standard of morality and right is deviated from, does a production lose its literary character. Byron's poetry is not ethical, but it is literature, in spite of its deformity. So great was his artistic power, so skillfully marshalled were his words, that the scar is sometimes unnoticed. Yet it exists, and the teacher of literature should cause the pupil to see that Byron's poetry is not literature in its complete sense, that it stands on a lower plane than it would were it not for its immorality. smith in his "Deserted Village" is not completely ethical. that poem lies hidden the germ of socialism. Longfellow is entirely ethical, and it is this fact, particularly, that enthrones him in the universal heart.

In the teaching of literature, let its ethics be brought out with exactness and force. It is to the infinite good of the race that the principles of right have been embodied in a form of art to live forever. If our conception of our Lord is ennobled by the painter's brush in "The Last Supper," if Christian truth receives sublimity and beauty by musical representation in the "Messiah," so do the universal moral ideas of the human heart glow with added effulgence when clothed in the garb of artistic expression. To fail to cause the pupil to observe these facts is to fail to teach literature.

But literature is not ethics. Though it must be ethical, yet that which is its essential element is artistic power. Representations of friendship, of love, of patriotism, have nothing to do with literature unless their embodiment be artistic. Thus the pupil should be taught that the value of a literary production depends very largely upon the merit of its expression. The passion of love surged for more than a fhousand years in the human breast before ever poet made its outburstings immortal.

Strength of art expression consists in an ability to do three things:—to think the thoughts of one field of knowledge into those of another, to clothe these ideas in their most suggestive garb, and, finally, to so arrange these thoughts with reference to each other, that the one central idea may be completely set forth.

The thoughts of literature are generally not new. They are merely put in new and startling forms. Literary artists are like kaleidoscopes. They are not the creators or discoverers of truth, but the putters together of it into new forms, that, by their beauty of form and luxuriance of color, please and bewilder. All are familiar with the idea of pity, of babe, of blast; but no one but Shakespeare thought these ideas into a single conception representing "pity, like a naked, new-born babe, striding the blast." All have observed a piece of joinery whimsically dovetailed; but no one but Burke ever thought of applying the idea to a cabinet of men. All have observed vapors frozen in fantastic shapes on the window panes in winter; but no one till Long-fellow's time ever conceived the idea of thoughts similarly congealing into lines on the human face.

These ideas presented in this unusual form must be clothed in suitable language. That language is the most artistic which is the nearest a perfect mirror. He is the most successful artist who does not obtrude words upon the reader, but makes them purely and only the revealers of thought. The ideal to be obtained is a perfect harmony between thought and representation. Their relative approach to this ideal widely distinguishes Irving and Johnson. The great charm of Irving lies not so much in his magnificent thought as in the mirror like character of his words perfectly revealing that thought. Johnson's mirror is covered with a thick dust, so that it reveals, mainly, itself.

But skill in workmanship stops not with the individual sentence, the isolated chapter. It extends further, and manifests itself in the binding of thoughts together. One idea having possession of the author's mind, the presentation of thoughts to at-

tain that idea gives a wide range for skill of construction. This power is, probably, the most intellectual, the most difficult of attainment. Great orators necessarily have it; some great poets do. Byron does not have it. He is, habitually, the torrent, never the orderly stream. De Quincey does not have it. He is the individual picture maker. Macaulay has it. He sees the end from the beginning, and through the beginning. Shakespeare has it. He has everything.

These being the elements of literary expression that inhere, to a greater or less extent, in every production of literature, methods of presenting them should suggest themselves to every thinking teacher. If he carefully analyze, in his own mind, the elements as they exist in a given production, the course of thought through which his own mind passes should suggest to him means of stimulating the same thoughts in the minds of his pupils. has always seemed to me well that the subject-matter be thoroughly in hand before any attempt be made to study the subject as literature. The thought, from beginning to end, must be familiar, just as we must first take a general sweep, with our own vision, over a landscape before we can know individual parts in their correct relations. This done, let the central idea be looked for, and then those thoughts that naturally circle about it. the pupil think out the bearing individual thoughts have upon generals, and these generals upon the central idea. He is then in a position to properly observe the construction of the individual sentence. He can see the part it plays in the entire produc-He can look both ways, and see its position as a link. After having thus gone from the general to the individual, he should come back to the general again, and, with his added individual knowledge, make more secure and steadfast his former inductions, or if his more critical study leads him to new and different inductions, let him reconstruct his analysis according to his newer and better light.

This method of procedure seems to be the correct one, just as a comprehensive knowledge of history is best gained by reading, first, general history, then descending to the specific, and finally binding together the multitude of individual facts thus learned by a re-study of the general history.

At all events let literature be presented as literature. When a feast is spread, let us not allow nibbling at crumbs. Let the appetite, at least, be whetted, let the viands be tasted, and we will have the satisfaction of knowing that, in the future, many full meals will be eaten at the board.

## THE NEW SCHOOL-BOOK LAW.

9

## (House Bill No. 24.)

A BILL FOR AN ACT ENTITLED AN ACT TO CREATE A BOARD OF COMMISSIONERS FOR THE PURPOSE OF SECURING FOR USE IN THE COMMON SCHOOLS OF THE STATE OF INDIANA OF A SERIES OF TEXT-BOOKS, DEFINING THE DUTIES OF CERTAIN OFFICERS THEREIN NAMED WITH REFERENCE THERETO, MAKING APPROPRIATIONS THEREFOR, DEFINING CERTAIN FELONIES AND MISDEMEANORS, PROVIDING PENALTIES FOR THE VIOLATION OF THE PROVISIONS OF SAID ACT, AND REPEALING ALL LAWS IN CONFLICT THEREWITH.

SECTION 1. Be it enacted by the General Assembly of the State of Inviana, That the State Board of Education shall constitute a Board of Commissioners for the purpose of making a selection, or procuring the compilation for use in the common schools of the State of Indiana, of a series of text books in the following branches of study, namely: Spelling, reading, arithmetic, geography, English grammar, physiology, history of the United States, and a graded series of writing books. The matter contained in the readers shall consist of lessons commencing with the simplest expression of the language, and, by a regular gradation, advancing to and including the highest styles of composition, both in poetry and prose: Provided, That none of said text-books shall contain anything of a partisan or sectarian character: And provided, further, That the foregoing books shall be at least equal in size, and quality as to matter, material, style of binding and mechanical execution, to the following text books now in g neral use, namely: The speller, to McGuffey's spelling books; the reader, to Appleton's readers; the arithmetic, to

Ray's new arithmetic series; the geographies, to the Eclectic series of geographies; the grammar, to Harvey's grammar; the physiology, to Dalton's physiology; the history of the U. S., to Thalheimer's history of the U. S.; and the writing books, equal to the Eclectic copy books.

SEC. 2. The said Board of Commissioners shall, immediately upon the taking effect of this act, advertise for twenty-one consecutive days, in two daily papers published in this state, having the largest circulation, and in one newspaper of general circulation in the cities of New York, Philadelphia, Cincinnati, Chicago, and St. Louis, that, at a time and place to be fixed by said notice, and not later than six months after the first publication thereof, said Board will receive sealed proposals on the following:

First. From publishers of school text books, for furnishing books to the School Trustees of the State of Indiana for use in the common schools of this state, as provided in this act, for a term of five years; stating specifically in such bid the price at which each book will be furnished, and accompanying such bid with specimen copies of each and all books proposed to be furnished in such bid.

Second. From authors of school text books, who have manuscripts of books not published, for prices at which they will sell their manuscript, together with the copy-right of such books for use in the public schools of the State of Indiana.

Third. From persons who are willing to undertake the compilation of a book or books, or a series of books, as provided for in section one (1) of this act, the price at which they are willing to undertake such compilation of any or all of such books to the acceptance and satisfaction of the said Board of Commissioners:

Provided, That any and all bids by publishers, herein provided for, must be accompanied by a bond in the penal sum of fifty thousand dollars, with resident freehold surety, to the acceptance and satisfaction of the Governor of this state, conditioned that if any contract be awarded to any bidder hereunder, such bidder will enter into a contract to perform the conditions of his bid, to the acceptance and satisfaction of said Board;

And provided further, That no bid shall be considered unless

the same be accompanied by the affidavit of the bidder, that he is in nowise, directly or indirectly, connected with any other publisher or firm who is now bidding for books submitted to such Board, nor has any pecuniary interest in any other publisher or firm bidding at the same time, and that he is not a party to any compact, syndicate, or other scheme whereby the benefits of competition are denied to the people of this state;

And be it further provided, That if any competent author, or authors, shall compile any one or more books of the first order of excellence, and shall offer the same as a free gift to the people of this state, together with the copy right of the same, and the right to manufacture and sell such works in the State of Indiana for use in the public schools, it shall be the duty of such Board of Commissioners to pay no money for any manuscript or copyright for such book or books on the subject treated of in the manuscripts so donated; and such Board shall have the right to reject any and all bids, and at their option such Board shall have the right to reject any bid as to a part of such books, and to accept the same as to the residue thereof.

SEC. 3. It shall be the duty of such Board to meet at the time and place mentioned in such notice, and open and examine all sealed proposals received pursuant to the notice provided for in section three (3) of this act, and it shall be the further duty of such Board to make a full, complete and thorough investigation of all such bids, or proposals, and to ascertain under which of said proposals or propositions the school books could be furnished to the people of this state for use in the common schools. at the lowest price, taking into consideration the size, and quality as to matter, material, style of binding and mechanical execution of such books: Provided, always, That such Board shall not in any case contract with any author, publisher, or publishers, for the furnishing of any book, manuscript, copy right, or books, which shall be sold to patrons for use in the public schools of this state at a price above or in excess of the following, which prices shall include all cost and charges for transportation and delivery to the several County School Superintendents in this state, namely:

For a Spelling Book, 10 cts. For a First Reader, 10 cts. For a Second Reader, 15 cts. For a Third Reader, 25 cts. For a Fourth Reader, 30 cts. For a Fifth Reader, 40 cts. For an Arithmetic (Com) 45 cts. For a Geography (Ele.) 30 cts. For a Geography (Com.) 75 cts. For an English Gram. (Ele.) 25c. For an Eng. Gram. (Com.) 40c. For a Physiology, 35 cts.

For an Arithmetic (Int.) 35 cts. For a History of the U. S., 50c. For Copy Books, each, 5 cents.

- If, upon the examination of such proposals, it shall be the opinion of such Board of Commissioners that such books can be furnished cheaper to the patrons for use in the common schools in this state by procuring and causing to be published the manuscript of any or all of such books, it shall be their duty to procure such manuscript and to advertise for sealed proposals for publishing the same, in like manner as hereinbefore provided, and under the same conditions and restrictions. And such contract may be let for the publication of all of such books, or for any one or more of such books separately; and it shall be the further duty of such Board of Commissioners to provide, in the contract for the publication of any such manuscript, for the payment by the publisher of the compensation agreed upon between such Board and the author or owner of any such manuscript, for such manuscript, together with the cost or expense of copy righting the same.
- SEC. 5. It shall be a part of the terms and conditions of every contract made in pursuance of this act, that the State of Indiana shall not be liable to any contractor hereunder for any sum whatever; but that all such contractors shall receive their pay and compensation solely and exclusively from the proceeds of the sile of the books, so provided for in this act.
- SEC. 6. As soon as such Board shall have entered into any contract for the furnishing of books for use in the public schools of this state, pursuant to the provisions of this act, it shall be the duty of the Governor to issue his proclamation announcing such fact to the people of this state.
- SEC. 7. When such proclamation shall have been duly issued, it shall be the duty of the School Trustees of each and

every school corporation in this state, within thirty days thereafter, and at such other times as books may be needed for use in the public schools of their respective corporations, to certify to the County Superintendent of their respective counties the number of school text books provided for in such contract required by the children for use in the schools of their several school corporations. Such County Superintendent shall forthwith make such requisition for books as the schools in the said several counties may require upon the State Superintendent of Public Instruction, and the said State Superintendent of Public Instruction shall immediately thereafter make a requisition for said books upon the contractor, who shall within ninety days ship the books so ordered directly to the County School Superintendents of the several counties of this state. Upon the receipt of such books it shall be the duty of such County School Superintendents to immediately notify all the School Trustees of the school corporations as shown by the last school enumeration, of their counties of the receipt of such books. It shall then be the duty of such School Trustees to immediately procure and take charge and custody of all the books assigned to their several corporations, receipting therefor to the said County School Superintendent; and upon the receipt of such books by said School Trustees they shall furnish them on demand to the school patrons or school children of their respective corporations at the prices fixed therefor by the contract entered into between said Board of Commissioners and said contractor; and it shall be the duty of such school officers to sell such books for cash only; and if they shall sell or dispose of any books other than for the cash price thereof, they shall be held personally liable and liable upon their official bond for the price of such book or books: Provided. That any patron or pupil of any school or schools other than the public schools, or teacher of such child, shall have the right to purchase and receive the books, and at the prices herein named. by payment of the cash price thereof to the School Superintendent of any county in this state, and it is hereby made his duty to make requisition upon the contractor for any and all books so ordered and paid for by any such person or persons: And provided further, That nothing in this act shall operate to prevent the State Board of Education, Boards of School Trustees, or Boards of School Commissioners from devising means and making arfangements for the sale, exchanging, or other disposition of such books as may be owned by the pupils of the schools under their charge at the time of the adoption of books under the provisions of this act.

SEC. 8. At the expiration of three months after the receipt of such books by the County Superintendent, and every three months thereafter, it shall be the duty of each School Trustee receiving and chargeable with books under the provisions of this act, to make a full and complete report to the County Superintendent of the number of books sold and the amount of money received therefor, and the number of books on hand; and at the time of making such report he shall pay over to the County Superintendent all moneys received by him or with which he is chargeable, from the sales of books in his hands; which report shall be duly verified by the oath of the party making it.

SEC. 9. If, at the expiration of ten days from the time required by this act for the making of such report of any School Superintendent chargeable with books under this act, any such officer shall have failed, neglected or refused to make such report, or turn over any moneys with which he is chargeable, it shall be the duty of the County School Superintendent, within fifteen days, to enter suit upon his official bond for an accounting and recovery of any moneys due from him on account of such books with which he is chargeable; and all judgments recovered upon such bonds shall include a reasonable attorney's fee for the attorney prosecuting such suit; and such judgment shall be without relief from valuation or appraisement laws, and shall be without stay of execution.

SEC. 10. It shall be the duty of the several County School Superintendents of this state, within thirty days from the issuing of the proclamation by the Governor, as kereinbefore provided for, and of every County School Superintendent hereafter elected, before he enters upon the discharge of his official duties, to enter into a special bond, with at least three freehold sureties of such

county, payable to the State of Indiana, conditioned that they will faithfully and honestly perform all the duties required of them by this act, and account for and pay over all moneys that may come into their hands pursuant to the provisions of this act, in a penal sum which shall be equal in amount to one hundred dollars for every one thousand inhabitants of their respective counties, as shown by the last census immediately preceding the giving of such bond, to be approved by the Board of Commissioners of their respective counties; and upon the failure of any County School Superintendent to give such bond, his office shall become immediately vacant, and the Board of Commissioners of his county shall immediately appoint some competent and suitable person to fill such vacancy for the unexpired term of his office.

It shall be the duty of each County School Superintendent in this state, within ten days after the quarterly reports of the School Trustees, as hereinbefore provided for, to make a full, true, complete and detailed report to the contractor of all books sold by the several School Trustees of his county, and of the number of books in the hands of the Trustees of each school corporation, which report shall be accompanied by all cash received by him from the school officers from sales of books by them sold, and which report shall be duly verified by him, and a duplicate thereof shall be filed in the office of the Auditor of his county. Upon the failure of any County School Superintendent to make the report and to transmit the cash, as required by this section, a right of action shall immediately accrue to the contractor against said School Superintendent and the sureties upon the bond provided for in this act, for an accounting and for the recovery of any moneys received and not transmitted by him, and for any damages which may have resulted from his neglect or failure to comply with provisions of this act, and any judgment upon any such bond shall include a reasonable fee for the attorney prosecuting such suit, and such judgment shall be without relief from valuation and appraisement laws, and shall be without stay of execution.

SEC. 12. Any School Trustee charged with the sales of any

books under the provisions of this act, who shall directly or indirectly demand or receive any money for any book or books in excess of the contract price, as hereinbefore provided, shall be deemed guilty of a misdemeanor, and upon conviction thereof shall be fined in any sum not less than ten nor more than one hundred dollars, to which may be added imprisonment in the county jail for a term not exceeding sixty days.

SEC. 13. Any County School Superintendent or Trustee of any township or school corporation in this state who shall fraudulently fail or refuse, at the expiration of the term for which he was elected or appointed, or at any time during such term, when legally required by the proper person or authority, to account for and deliver and pay over to such person or persons as may be lawfully entitled to receive the same, all moneys or school-books which may have come into his hands by virtue of the provisions of this act, shall be deemed guilty of embezzlement, and upon conviction thereof shall be imprisoned in the State Prison for any period not more than five years nor less than one year, and fined in any sum not exceeding one thousand dollars, and rendered incapable of holding any office of trust or profit for any determinate period.

SEC. 14. The sum of one thousand dollars is hereby appropriated out of any funds in the State Treasury not otherwise appropriated, for the purpose of paying the cost and expenses incident to the giving of the notices herein provided for, and carrying out the provisions of this act. All laws and parts of laws in conflict with the provisions of this act are hereby repealed.

# DEPARTMENT OF PEDAGOGY.

[This Department is conducted by S. S. PARR, Dean De Pauw Normal School.]

# STRACHEY'S LECTURES ON GEOGRAPHY.

HE year 1888 marked an epoch in the study of geography, among English-speaking people. The two oldest and most noted of their universities, Cambridge and Oxford, recognized it as a subject worthy of university study, and of a distinct

place in the circle of the sciences. This concession was made at the solicitation of the English Royal Geographical Society, who, a short time before, had sent an agent to the continent to investigate chairs of geography in German universities, whose favorable report caused the special effort of the society to secure recognition for the subject in the two great English universities.

The first course of lectures delivered at Cambridge was given during the Lent Term, 1888, by Lieut.-Gen. R. Strachey, President of the Royal Geographical Society. These lectures, four in number, define the scope of the subject, sketch its historical development, discuss its leading features, and trace, to some extent, its relations to practical life and to other subjects.

The view taken of the subject is a modified form of the Humboldt Ritterian view that geography is the science of Earth and Man in their mutual relations of Inhabitant and Home, and that the physical life of man must, in large part, be explained by taking into account influences that belong to the life of the globe, and to that of particular localities.

The limits of geography are set forth in a statement of its end:—

"The aim of geographical science, therefore, is to investigate and delineate the various features of the earth; to study the distribution of land and sea, the configuration and relief of the surface, position on the globe, and so forth, facts which determine the existing condition of various parts of the earth, or which indicate former conditions; and to ascertain the relations that exist between those features and all that is observed on the earth. \* \* \* Objections to including scientific geography in the course of an ordinary school-education, founded on the variety and complexity of the subjects it involves, may without hesita-\* \* \* In its earliest shape geography tion be discarded. concerned itself chiefly with the mere topographical features of the surface, and viewed the earth almost exclusively as the habitation of man. The inquiries it made were directed to the distribution of the land and water, the positions of the continents. islands, and seas, and of the plains, mountains, and rivers; to the manner in which the land was divided into various continents, and occupied by various nations; to the division of countries into provinces, and the situation of the chief cities.

<sup>1</sup> Published by Macmillan & Co., New York; 211 pp.; retail price by mail (Bowen-Merrill Co., Indianapolis), \$1.25.

geographer further took note of matters concerning the language, customs, and modes of government of the inhabitants, as well as of the climate and products of the various parts of the earth. \*

\* At a later period, the geography of plants and animals of peculiar structure or of peculiar families in certain terrestrial or marine areas attracted attention, and fresh occasion for observation and thought was found in the circumstances under which such groups varied from place to place, or reappeared, more or less completely, under identical or similar forms in widely separated regions, or were more or less strictly limited in number or in respect to the areas over which they were found. Combined with these facts, and studied with them, were the analogous physical peculiarities of the races of men, their languages, customs, and history, varying from one region of the earth to another, yet often having certain common features over large areas."

It will be noticed that this conception of geography makes it more a study of the conditions of physical life, and of the development of its forms by the environment in which they exist, and less of a view of earth and man at a fixed moment of time. The Humboldt-Ritterian conception is more of the descriptive and less of the historical and biological, than the new conception. The descriptive element in geography is what renders so much of it worthless. The tendency is to confine the subject to mere description, and, in our common-school work, to limit this to location and mathematical form.

The attention of the readers of the Journal is called to the fact that Strachey's Lectures form an authoritative statement of the idea of the subject, as held by the Royal Geographical Society, which ranks with the German Society, of which Petermann's Mittheillungen is the organ, as the greatest society of its kind among civilized peoples. Virtually these Lectures are the basis of the new geography, founded on the doctrine of evolution and on the comparative method in biology and physical science.

It is something of a cold gust to American pride that no American college or university has yet even considered the founding of a chair of geography. But it is consoling to reflect that the results of English University teaching quickly find their way across the Atlantic.

Now, girls, do let us give the word "elegant" a rest.

# THE RECITATION AS THE PRINCIPAL MEANS IN THE SCHOOL.

BY J. E. MCMULLAN, DE PAUW NORMAL SCHOOL.

THE purpose of the school is to promote the growth of the pupil under the direction of the teacher. To accomplish this purpose the school is a process consisting of organization, government, opening exercises, study, play and recreation.

Organization arranges the pupil's work so as to secure his most rapid development.

Opening exercises cultivate in the school a unity of feeling about the moral relations and a reverence for the Supreme Being.

Government keeps everything in its place and sees that the work arranged by organization is done.

Study cultivates in the pupil a power of self-direction in thought and a regard for duty.

Play gives opportunity for the pupil's growth on the side of spontaneous action.

Recreation secures logical thinking under the direct guidance of the teacher on a subject systematically arranged.

Of these six parts in the school-process the recitation is the only one which brings the pupil's thinking under the immediate direction of the teacher. The recitation makes actual what is anticipated in the other processes of the school.

The immediate purpose of the recitation is systematic exercise and action to the point of mastery. No teacher can consciously succeed as an educator who has not known what part of the subject he should lead his pupils through during each recitation. In proportion as he leads them to realize systematic and conscious work is the recitation a success. Action on the side of intellect must be logical thinking; on the side of sensibilities, rational emotions; on the side of the will, correct moral habit. In every subject there is one all-combining truth to which other truths in the subject are subordinate. These subordinate truths are related to one another and to the central truth. A subject in school is studied by lessons. In every lesson there are central and subordinate truths. The central truth in the lesson is

related to the central truth in the subject. These relations may be time, part, likeness, cause, or purpose. The teacher who leads his pupils to see the central and subordinate truths in their relations secures logical thinking. The pupil who sees all parts of a subject organically contributing to a common end can not but have his emotions lifted up to the idea of the unity of the physical and spiritual nature of the world about him. This will make his ideas of the relation of the physical and spiritual world rational and enable him to see that all mankind are striving for a higher existence. The conception that mankind are reaching up to a Supreme End influences his actions toward his fellowbeings and toward the Creator so as to promote the highest end of all with whom he is connected.

The second point in the immediate purpose is action to the point of mastery. In school the pupil has to deal with four leading things that must be mastered: First, school-subjects; second, his emotions; third, his moral actions; and fourth, his physical actions.

By action to the point of mastery is meant the acquisition of the ability to use facts and relations so as to discover new facts and relations. For example, in United States history the central idea is that of the growth of institutions. One phase of this growth is found in the revolutionary period. The central idea in it is the growth of union. This touches the thought of the growth of institutional ideas. Each event in the revolutionary period is related to union and to each event in the period. A pupil who can thus keep in mind the organizing thought and in light of it select the thought to be organized is a master of the subject with which he is dealing. The teacher who can lead his pupils into this secret is doing vastly more than he who only leads his pupils to imitate the form of another's thought.

A lesson recited as an end in itself excites feelings that ought not to be awakened. But by seeing it in its proper relations improper emotions will be made subject to reason. The study of things in their relations creates in the pupil reverence for truth and will relieve him of text book prejudice and preference and other narrow feelings. By such teaching pupils are

led to see that every part of a subject contributes something to that subject; and unless the parts are studied at the proper time and place and in their fixed order the subject can not be mastered. Such thought leads one to see that things ought to be done in their proper order. The idea of oughtness disciplines the will to act according to the nature of things and not as self-ishness and prejudice suggest. That study which enables one to see the dependence of parts in an object leads one to understand that good mental activity depends upon perfect physical health. One accordingly gives his body a sufficient amount of exercise, sleep, and pure air.

The remote purpose of the recitation falls under four heads: namely, habits of logical thinking and mastery; habits of rational emotions; habits of right moral action; and habits of proper physical exercise. Observation shows that whatever kind of action a pupil does day after day becomes a fixed habit. If the pupil thinks logically and masters each lesson and subject he will enter life as an independent self directing citizen. Such a person will not be likely to act in a loose, half-intentional way, but with a high purpose, an overseeing eye, and an effort to succeed.

Logical thinking implies clear and trained observation, and efficient action of the other powers. It brings into use all the powers of the intellect. The person who at the end of his school life has a fixed habit of exercising these processes consecutively and persistently has not spent his time in vain. He has been led in each recitation to properly subject his emotions to reason. By this discipline he has formed the habit of drawing his emotions away from himself and from sensuous things and of entertaining the highest sentiments. The recitation properly conducted holds before the intellect truth. The perception of truth in every lesson and subject forms truth-seeking habits. The recitation leads the pupil to see the harmony and dependence of the parts in the subjects studied and cultivates the emotion of sympathy. The perception of truth and harmony in nature and mankind and the cultivation of sympathetic emotions give the student will-power which enables him to bring his acts into harmony with right motives. Pupils in properly directed recitations see the dependence of their minds on their bodies, the relation of the spiritual to the physical and their systematic working to one end. This leads them to form sanitary habits of living.

What are the means of the recitation? The chief means are the teacher's and pupil's thinking. The end and the means necessary to realize it must be planned before hand. The proper end is fixed by the nature of mind and subject. This must be held in such prominence as to throw light upon everything done in the recitation. The purpose of the lesson is logical thinking and knowledge of the lesson. The subject should be arranged to fit the mind and to develop it according to the nature of its growth. The teacher must know this, and resting his attention on the faculties must present the subject so as to promote the natural and vigorous growth of the mind. Care is to be taken to discover the logical arrangement and to avoid its displacement by an artificial one. That the lesson may secure the best results the teacher must find out what the pupil already knows about the subject in order to arrange the lesson the pupil is to study. teacher must know the pupil's capacity of thought in order that he may know the amount of work he can do.

The preparation of the lesson for recitation sometimes necessitates the use of a text-book. The purpose of a text-book is to direct the pupils' thought. Its direction is different from that of the teacher. The text book is general, it gives the same direction to one as to another. Each pupil must interpret its direction for himself. The teacher's direction is also general, but it is at the same time special. And is adapted to the class as a whole as well as to each individual. Since a text book directs the pupil's thought to the things necessary to be considered, it must contain a sufficient amount of direction to enable him to follow in thought the subject of which it treats. If the text-book does not present the things necessary to this the teacher should fill it out by directing to reference books or by concrete illustrations, as the subject under consideration require. The teacher is to be particular to have pupils supplied with a sufficient number of facts to give them a clear perception of the objects studied. Their effort is then directed to seeing the relation necessary to

the existence of those facts, e. g., in studying the Sahara, the pupil should have a description complete enough to give him a definite picture of it. Then he should think the relations that make this country a desert-region. One of the mistakes in teaching is a failure to have pupils get a definite perception of things.

The use of the pupil's thinking as a means in the recitation requires the teacher to secure his attention. To do this the subject-matter must be adapted to the mind, and presented in such a way that it will interest him. There must be a sufficient amount of this feeling to secure the co-operation of the pupil's will in applying the mind to work.

## PRIMARY DEPARTMENT.

[This Department is conducted by HOWARD SANDISON, Professor of Methods in the State Normal School.]

# GEOGRAPHY WORK IN THIRD YEAR OF SCHOOL.

HE work of the third year is to make clear the conception of the geographical elements, as, peninsula, bay, lake, etc., etc. The fact that every portion of the earth's surface is composed of these elements in various arrangements, is the reason for making clear these geographical elements.

What is meant is, that any portion of the earth's surface, as a a yard, a township, a river-basin or a continent, is merely a certain arrangement of the elements, lake, river, mountain, peninsula, strait, etc. Even so small a portion of the earth's surface as a square rod would furnish these in miniature. However level it might appear, it would yet disclose in miniature the island, the mountain, the plateau, the plain, etc., and just after a shower, the lake, the river, the ocean, the strait, the bay, the cape, the peninsula, the island, etc. A different ground for work of this nature is that each of these elements exist in various types, that is, the lake has its types of shore, the rocky, the sandy, the swarded, the wooded, etc. The island has its rounded, sharp or flat summit, and its grass-covered slope, rocky slope, etc.;

and thus with each element. The grounds for introducing work of this kind at this stage are,—

- (1) In the previous step (See Feb. Journal), the mind unconsciously entered upon an analysis of the land and water, and this step supplements that action. That is, in the study of the belts of temperature and the great masses of land; and the land and water regions in the second step, the varieties of surface and the arrangement of water were gradually and unconsciously forced upon the mind of the child. He began in an indefinite way to notice these differences; that is, to analyze the land and the water into these various geographical elements. The third step is required at this time to make accurate and definitely conscious the results of that form of activity that the mind has already entered upon.
- (2) Succeeding steps involve the construction of the earth in general.

The child has, it is true, considered, previous to this, various arrangements of surface and various regions of the earth, but he has not been required to construct in his imagination any given region of the earth's surface. The succeeding steps require this form of action. It is important, therefore, before entering upon that kind of work, to make accurate and definite those geographical elements by the combination of which every region of the earth beyond the range of the child's senses, appears to him, as constructed by the imagination.

This oral work of the third year is required at this time to furnish definite and accurate material for the succeeding steps. The subordinate steps of the third year's work are four:—

The first is the study of whatever geographical element is being considered; as, lake, strait, etc., by an example in the home regions.

This is to be studied in so far as necessary and practicable by the actual observation of it. It may not, however, be necessary in every case, to study it in field lessons, because the pupils may be practically familiar with the example, so that it may be discussed and its characteristics noted largely through an appeal to the memory. Yet this should be supplemented by direct observation.

If specific field lessons are not taken, the direct observation may be brought about incidentally in connection with the children's play or work, by the teacher's directing them beforehand, to the observation.

The observation is to be directed to all essential marks of the example, and to the type of these marks. If the example studied is a lake, the pupils are to be led to observe carefully and accurately those things which the teacher knows to be essential marks. He is also to be led to observe those points that are not essential marks; such as, that its shores are sandy, woody, or grass-covered; that its water is clear, or muddy, etc.

It is evident, then, that in the study of the example in the home region the child is led to make no distinction between essential and unessential marks. This distinction gradually arises in his mind from the study of the succeeding examples.

After having made as thorough a study as possible of the example in the home region by means of observation, appeals to the memory, etc., the pupils are to be led to set forth the idea thus acquired, by means of oral language, drawings, sketches, descriptions, etc., until it is fixed very clearly in mind as a basis for future work.

# A RELATION OF READING WORK.

THE aim of reading work is to develop in the child the ability to obtain thought from printed language. But where the nature of the subject matter affords opportunity, the reading work may serve to direct the child's attention to the beautiful and wonderful processes of the world about him, and to inculcate a love of nature which shall increase with his development.

With this idea in view Miss Larcom's poem "In Time's Swing" (page 77, McGuffey's Fourth Reader), might be treated as a lesson, to be considered, not all at once, but at the various seasons of the year indicated by the various divisions of the subjectmatter of the poem. For example, the lines—

"Swing me out, and swing me in! Trees are bare, but birds begin Twittering to the peeping leaves
On the bough beneath the eaves.
Wait,—one lilac bud I saw,
Icy hill-sides feel the thaw,
April chased off March to-day,
Now I catch a glimpse of May.
Oh, the smell of sprouting grass!
In a blurr the violets pass,
Whispering from the wildwood come,
Mayflower's breath and insect's hum."

might be studied early in the year, and the pupils be made eager to listen for the first "twitter to the peeping leaves"; to find the first lilac buds, and to note the date of their appearance.

The questioning upon the reading work should be so conducted that he will not only accomplish the aim of reading work, but also be led to watch each day the new comers with their curious differences, their varieties of growth, their colors, their structure, etc.

The portions of the poem relating to the other seasons might be thus studied at their appropriate times of the year, and the love of nature so awakened in the child that it should come upon him that the quiet fields with their grass and trees were yet the scene of constant life and motion. Not a bird would fly unnoticed. He would hear the note of the first robin. Not a song should be sung, and not a wing be moved that did not appeal to hearing ears and seeing eyes, and to a mind interested in reflecting concerning them. Thus should the realm of nature reinforce and move forward with the reading work of the school.

# INATTENTION AND WANT OF PREPARATION.

INATTENTION, like lateness, is not generally a fault with the youngest children, but a natural weakness which should disappear with the growth of their minds. When exhibited by older pupils, it is as often the fault of their teacher, as their own. Attention depends on the interest of their work, and on the degree n which they are kept employed. All good teaching exhibits

these two features, and therefore leaves little room for inattention: with bad teaching or defective arrangement of the classes, there will naturally be inattention; in such circumstances it is the fault of the teacher alone. In so far as inattention is compatible with good teaching it will be best remedied by the teacher directing his questions more frequently to the quarter where it is exhibited. By way of punishment, admonition and loss of place (where place taking is practiced) are generally sufficient. In exceptional cases of natural frivolousness, or mischievous trifling, the pupil should be placed apart, and under the eye of the teacher, so that he may have as little temptation as possible.

Want of preparation is a fault, whose amount, equally with that of faults already mentioned, depends upon the character of the school. Where the teacher is interested in his work, and really teaches his class to profit, it will occur only in a very moderate degree. When it does occur, it naturally exposes the defaulter to lose his place in the school; but this is not sufficient penalty. The pupil comes to school under a contract to which his parents are a party that he shall prepare the prescribed work; the teacher's obvious resource, and his duty, is to insist upon the fulfilment of his contract. He may fairly require the pupil to make good at his leisure time the lesson he has neglected, or when that is not practicable, to perform an equivalent amount of work in another form. This penalty has been much objected to, on the ground that ordinary school work should not be pre-But this is not ordinary school work, scribed as punishment. for the stimulants of intelligence and curiosity which give to that work its life are wanting, and there remains only the constrained labor. The principle of the penalty is just; and the penalty itself, if only inflicted with unbending uniformity, is of a nature which can hardly fail to secure its end. The deprivation of playtime is an intolerable burden, nor is the sacrifice compensated by any public credit resulting from the performance of the work assigned.

On the whole, when the organization is judicious, and the instruction intelligent, a comparatively small margin remains for this class of faults, and the teacher should be able to make it gradually smaller as he advances in experience and skill.

## THE SCHOOL ROOM.

[This Department is conducted by G. F. Bass, Supervising Prin. Indianapolis schools.]

# READING.

T is often said that if a pupil comprehends what he is to read (orally) he will read it well, and all, then, that the teacher has to do is to get him to comprehend it. This kind of advice in the teaching of reading reminds me of a receipt for catching birds that was given to us by our grand-mothers when we were children: "To catch a bird, put salt on his tail." The trouble was to get the salt on his tail. The trouble now is to get the pupil to comprehend what he is to read. To thoroughly understand it, he must not only know the meaning of each word, but of each phrase as well. How shall the teacher proceed to get the pupil to h ve such an understanding of what he is to read? is a question that every teacher should ask himself, no matter how much information he may have in regard to general principles of teaching. The pupil may be simply told what each word and phrase He may be told in such a way that he will thoroughly understand it, too. He will, then, read well. But then the teacher has violated the principle that the child should be so taught as to enable him to help himself. "The teacher should make himself useless as soon as possible." How shall we teach, then, so as to enable the pupil to help himself to understand what he is to read (orally)? No one way for this will suit every school or every pupil in the same school, but every method based on the true principle will be suggestive to every true teacher. therefore give an account of one way observed by the writer. The entire lesson can not be given, but enough to show the plan is given. The lesson was with Third Reader pupils, and began with the following sentence:

"One morning a little city sparrow, which had in some way broken its wing, fell from its home in a tree down to the sidewalk."

The teacher said, "Children, I read that sentence and found that somebody did something; see if you can find who it was." Every member of the class eagerly read the sentence, and many were soon ready to say that a sparrow did something. "Find one

word that will tell me what he did," said the teacher. "Fell," said a bright boy, and the dull ones brightened up as if they agreed with him. A pupil was then asked to read, and he did in a way that showed that he had in mind the fact that a sparrow felt. Those words were made emphatic when not a word had been said about emphasis. The long parenthetical element did not give him much trouble either. He had not read the sentence very well, however. There were several thoughts not expressed. He had not thought them. The teacher after giving him credit for what he had done, asked him when this happened, and told him to read just enough to tell when it happened. He read, "One morning." She then said read the whole sentence and remember to make it tell me when this occurred. It was done as follows: "One morning" (pause and rising inflection) "a little city sparrow" (pause long enough to look through parenthetical element that follows) "which had in some way broken its wing," (slight pause) "fell from its home in a tree down to the sidewalk." All these pauses, emphatic words, etc., grew out of the attitude in which the pupil had been placed by the teacher's questions. Other pupils were then called upon, first to answer a question, then to read the sentence in order to tell that particular fact and the others which had been expressed by the others who had read. E. g.: One pupil was asked to find the words that told where it fell from. He said, "From its home," and the teacher said, "Read the sentence to tell us that." When he finished a pupil said, "I know where his home was," and being allowed to tell she said, "In a tree." She then was allowed to read the sentence to give this additional fact.

This kind of work should be followed by work in which the children try to find what the sentence tells without any help from the teacher. The teacher then is only a good listener and may tell the children what he understands from their reading. If they make him understand the wrong thing, they must try again and again until they make him understand the right thing.

#### THE PANSY.

A COMPOSITION was called for. It was decided to have the children write a description of the pansy. It was thought best

to give each pupil a pansy plant—root, stem, leaves, flowers, etc.; also some pansy seeds, and tell him that this plant grew from seeds like these. "Look at the seeds and plant and tell me, with your pen, what you see."

This seems to us to be an excellent plan, if given as a test of the pupil's ability to use his powers of observation and his powers of expressing, in writing, what he sees. The following are some of the "compositions" received from third year pupils:

#### THE PANSY.

The pansy has leaves that are shaped like an oblong. The edges are scalloped. There are five leaves on one flowr. The ruts are white. There are some little leaves. The seeds are dark brown. They are very little. The ruts look like a net. The pansy has one bud on it. It is not quite open yet.

J---- W----.

The bloosm of the pansy feels like silk. The outside of the bloosm is nearly round. I think that pansy was very pretty. Its leafs are like a iron wood tree's leafs. Its roots look I ke some little peaces of white thread. Now I will tell you about the seeds. I think these seeds look like birds seeds because they are so small. I think there are about 40 or 50 seed in that paper. First the seed bursts and gets biger and biger till it is in bloom. Then it goes to seed. Then the people pick it and sell

#### PANZY.

it. That is how we get our seeds.

The Panzy is a pirty flower. Its rut is strong. The leaf is round with litle curves on it. The flower culler is buly and yello and purkle. The root looks like thread. And little things are henzind on the root like peper. The seads look like burnd upbird seeds.

J—— G——.

The foregoing were taken at random from two sets of two different schools. There may be some better ones in the sets, but there are many more like these. They are not very encouraging to the teacher, yet they show her what the school did when left entirely without help. They are worthy of study. They certainly show that the children have seen something, but not always the most important thing. The pupils have not learned how to look at a thing. They do not spell well. They do not arrange what they have to say in the proper order. These and many other criticisms any teacher would readily make.

What must be done? What can the teacher do? She can have a talk with the children and show them their mistakes and tell them what would be better and have them re-write the composition. Then she might "mark" them and do some interlining and crossing out, and then have pupils re-write again. After repeating this process often enough a very good composition on the pansy, written by observing (?) the plant might be turned out. Such a composition would look better in a School Journal than any of the foregoing, but if so taught will the pupils write a better composition on the dandelion than they did originally on the pansy?

Again, the teacher may take the pansy and lead the pupils to discover the different parts of the plant, and to describe each; finishing one before taking up another. She may then give them another plant to see whether they can do the same with it without help. If not she may help again and again until they do learn how to describe a plant. They can then write about a plant and tell something. They may yet misspell words and occasionally use a singular verb with a plural noun.

Since the above was put in type we received the following compositions, written under exactly the same conditions as those already given. These are more encouraging.—ED.

#### STORY OF A PANSY.

I once said to a pansy, "Tell me about your life, please." The pansy answered, "In the ground I live in a seed, but the seed is too small, so I put my head out.

Then I begin to grow. While I am growing I feed off of the seed as I have no roots, till I get roots. These roots spread all all over the ground, in the ground I mean.

The other part of me comes up here, gets leaves, gets buds, and blossoms. Now I feed on the moisture of the ground, with my roots."

"But where do you go when you die?" said I. "I haven't died vet, and don't know," said the pansy.

"It is getting late, and I thank you for your story," said I. "Good night." "Good night," said the pansy. H. S.

#### THE PANSY.

The pansy is a pretty little purple flower; its face is not much larger than a marble. It is frail and delicate.

Its leaves are small and oval, and its roots are like harr threads. There is one round purple leaf, in the midle of whic is three tiny hands and an arch.

Above all this finery is a kind of light purple, and right below

the midle, is another purple half-leaf.

Its seeds are brown and oblong, and at the ends of the roots are little mouths, with which it gets its food. It has a great many leaves.

When its blossom wilts, it is curled up, I mean the leaves are.

H. S.

## SHORT NOTES.

#### GEOGRAPHY.

Ask your geography pupils to point toward San Francisco, New York, London, South America, Cuba, Tropic of Cancer, Paris, Samoa.

Which is the larger, England or Indiana? The pupils often have no idea of the size of states or countries. A boy who had been studying geography two years was asked how many miles across the United States from east to west. He said 150.

#### "ORDER, ORDER."

We once knew a teacher who said this to his school many times every day. He had one of the most disorderly schools we ever knew. Every good teacher, now, would not wonder at it. But there are some now who are continually tapping the pencil on the desk or saying, "Here, here, enough of that," when only two out of forty were doing anything wrong. Or, what is just about as bad, "James, stop that." The attention of three-fourths of the school is called to James and he feels that he must defend himself, and sometimes says something that he is afterward sorry It is much better to call James to the desk and say to him privately what should be said. Don't say anything loud enough for the school to hear unless it is necessary for the school to hear Don't allow a pupil to talk to you of private matters loud enough for the school to hear. E. g.: A pupil wishes you to furnish him a pen. He says to you while sitting and loud enough for the whole school to hear, "May I have a pen?" Have it understood by every pupil that when he wishes any thing that concerns only him, he comes to you and asks for it.

#### COMMON ERRORS.

Correct the errors of speech that you hear about your own school, whether in the room, on the play-ground, or on the street.

Here are some that the writer has often heard: "I haint got no book." "Has the bell rang?" "Do you know who you are talkin' to?" "Him and I did this." "This is awful nice weather."

#### " NICE."

The indiscriminate use of the word nice is one of our besetting sins. We say a nice day, a nice horse, a nice young lady, a nice picture, a nice mountain scene, a nice sermon, a nice cake. A nice teacher should see that his pupils receive such nice instruction in regard to nice that they would be too nice to use nice so indiscriminately.

#### GENERAL INFORMATION.

The College of Mexico, in the City of Mexico, was founded fifty years previous to Harvard, hence it is the oldest college in America.

JAPAN is to have a new college for the education of women. It will be directed by a committee of foreign ladies—two from America, two from England, two from France, and two from Germany.

#### FORTY-TWO STATES.

After October next, the Union will consist of forty-two States. Montana and Washington have already passed constitutions. By the provisions of the bill passed by Congress admitting the four new states, constitutional conventions will meet on July 4, 1889, and approve their present constitutions or adopt new ones, and formally acknowledge the Constitution of the United States, the supreme organic law of the land. The people of these Territories will vote upon these constitutions the first Tuesday of next October. When the constitutions are accepted by the people and approved by the President of the United States he will then proclaim these Territories States. The new States will send five Representatives and eight Senators to Congress. Thirteen additional electoral votes will, in all probability, prevent New York from deciding the issues of a national election.

#### THE HIGHEST TOWER IN THE WORLD.

The Eiffel tower, Paris, will be finished April 1. The elevator trip will take five minutes. The tower is now 825 feet, and

weighs 7,800 tons. There is to be added 800 tons more. Says a correspondent: "You could already hide the Washington monolith in it. The top is out of sight on misty days. In fair weather the huge protruding derrick-beams look not so large as walking sticks; the busy artisans resemble nothing so much as animalcules under a weak microscope: you see form, slowly you discern motion—but the species? Not knowing the form was man, you would readily believe it to be an insect. Was that some smoker's match that just went out? Ah, no; that was the big blast forge which twinkles in its labors like one of the spinning planets."—Week's Current.

# COUNTRY SCHOOL DEPARTMENT.

[Conducted by W. H. CAULKINS, Supt. Tippecanoe County.]

#### COMBINATION LESSONS.

when the haste to cover ground, and through lack of time to devote to each study separately, we have been repeatedly urged to combine lessons, as reading with language and spelling, geography and history, with language and spelling, etc. It is even urged occasionally that we might profitably teach writing in this way.

Now it seems to us that this is a mistake, and that much vague teaching is done in consequence. Studies may be divided into thought-studies and form-studies. To the first class belong reading, geography, arithmetic, history, and physiology; to the latter, grammar, spelling, writing. It seems to us from a view of the psychological bearing of the question, that the mind can best give its attention effectively to but one of these at a time. If we are concerned very much with the form in which we are to express a thought, it is very difficult to keep that thought in mind, as any one well knows who has ever attempted to learn a new language. An analysis of this case alone will show that the mind can not think about forms when attempting to think in forms. The only successful method then, it seems to us, is to drill on the forms at some time when we are not concerned with the thought.

What we have especially in mind is the prevalent custom of making the reading-lesson a sort of scrap-bag of odds and ends of spelling, reading, and language. The reading-work proper is neither more nor less than the creation in one's own mind of the thought which another has put into the form of words. Learning to spell the words is not reading. Paraphrasing, writing sentences, reproducing reading-lessons, are no part of the reading work proper. Let us once understand clearly that reading consists in the creation of thought at sight of certain conventional symbols which have no relation or likeness at all to that thought, and we will see the whole subject in its bearings.

We learn to do by doing is very true, but we can not do unless we first attend. We learn to spell by spelling, and it takes an immense amount of drill to make some of us good spellers, but not a single one of us can spell until we attend to the letters composing the word. This act of attention is wholly unlike, and independent of, the act of attention which creates a thought at sight of the word. Is it logical then to teach both together?

#### MEMORY-WORK.

In the same line as the foregoing we have something further to say about the use of the memory in school. We are old fogy enough to think that we would have our pupils use their memories much and often. We believe that a man who can martial all his knowledge at once when confronted by a problem is much more likely to succeed than a most subtle reasoner who can never find just the fact he wants, to serve as the basis of his reasoning. The student with his head full of formulas and special cases is not a fool necessarily any more than one who does not have these is a wise man necessarily. Most of our knowledge has classification for its basis, and if we have a well-stocked memory it is much easier to classify our special cases, and thence determine what to do with them.

Moreover what is to be memorized should be thoroughly memorized. We would have no more slip-shod work here than in any other part of our teaching. We would have dates, tables, rules, definitions, learned once for ever. Let what must be mechanical in life become so thoroughly mechanical as to be automatic.

## THE CLOSE OF SCHOOL.

Many country schools are either closed or about to close. It is time to take a retrospect. Have you succeeded? Why not? Did you carry out your plans for the year? Had you any unexpected trouble? Did you eradicate it? What impression did you leave in the district? Have you plans for the summer for self-improvement? Of course you expect to teach again, do you intend to look at a pedagogy during the summer? How much better prepared will you be next September than last? Does it pay to remain an ordinary un-professional teacher at low wages?

It is now a good time, Mr. Trustee, to see that buildings are so secured that tramps, loafers, and even cattle and sheep (as we know from experience) can not use the building during the summer. It is now a good time to note what repairs and improvements are needed, instead of waiting until the week before school begins. It is now a good time to make up your mind as to what the qualifications of the next teacher must be. Where successful work has been done, isn't it worth while to try to retain the old teacher at an advanced price?

#### LESSONS IN GUESSING.

Johnny waits a few minutes with mouth open, his eyes wandering vacantly about the ceiling, then, after some urging, makes a wild stagger at a crazy sort of answer, as usual about forty miles from the correct thing.

"Think again," says the teacher, and Johnny goes to sleep awhile, and finally makes another struggle with the same result. He "thinks(?) again" and again, as often as he is given an opportunity to guess, and if by rare good luck, or skillful suggestions from the teacher he stumbles upon something that bears a

<sup>&</sup>quot;I dunno," says Johnny.

<sup>&</sup>quot;Think," says the teacher.

reasonable resemblance to the proper answer, it passes for a good recitation, and Johnny is "marked perfect."

Now what is the teacher accomplishing by such a course? She is simply encouraging the pupil to guess at everything, and have no positive knowledge of anything, and he soon grows into the habit of doing all his work in a slip-shod manner, because he feels that nothing more is demanded of him. He knows that every time the teacher says "Think again," or "Try again," in oral recitation, it is equivalent to "guess again," and it is much more agreeable to guess than to study, for study is a weariness to his flesh, so he depends upon guessing to help him out, and does very little solid work.

Half the time that is lost in the upper grades is wasted simply because he has not been taught to know. This is especially noticeable in arithmetic. Some effort has been made to teach the multiplication tables, but in addition, subtraction, and division, he will dawdle away the whole recitation time at the blackboard over a bit of computation that could be done in five minutes if he had any ready knowledge of number combination. There is no reason why his memory should not be trained in addition, subtraction and division, as well as in anything else. I have seen children in the second year taught on this idea who could add so rapidly as to "make your head swim." It is simply a matter of memory discipline. On the other hand, you will find those who have been taught on the "think again" system counting on their fingers in the seventh and eighth years and beyond, and using long division for a divisor of 10 or 12.

There is a constant demand for boys "quick in figures." They can not be manufactured by any guessing and finger-counting system. Of course no one approves finger-counting, but we find it in the school and are compelled to combat the habit, yet the idiotic, parrot-like "think again" is a large factor in bringing about such habits.

<sup>&</sup>quot;WHAT are pauses?" asked a teacher of the primary class.

<sup>44</sup> Things that grow on cats," piped the little boy at the front.

# EDITORIAL.

WANTED—A December Journal for 1887.

In sending pay for the Journal do not forget to give the name of the agent with whom you subscribed.

If the person who wishes his address changed from Roanoke to North Webster will write again and sign his name, we will be glad to grant his request.

As a method of *teaching*, the "diagram" is a stupendous fraud. As a device for testing the knowledge of number of pupils at the same time it may be a great convenience.—George P. Brown.

THE NATIONAL EDUCATIONAL ASSOCIATION will meet this year in Nashville, Tenn., July 16-20. Every effort is being put forth to make this one of the best meetings yet held. A half-fare rate has been secured over the railroads, and the citizens of Nashville are making every endeavor to provide entertainment that will be satisfactory in all respects.

THE POOR EDITOR.—Says a Western exchange: "A practical revivalist in this neighborhood requested all in the congregation who paid their debts to rise. The rising was general. After taking their seats, a call was made for those who didn't pay their debts; and one solitary individual arose, who explained that he was an editor, and could not, because the rest of the congregation were owing him for their subscription."

Send that revivalist to Indiana: we want to hear him.

THE Legislature of New Mexico has recently passed laws establishing an Agricultural College, a University, a School of Mines, and an Insane Asylum, but refused to pass a Common School law. It was ever thus. The history of the world shows that educational institutions grow from the top downward. First the college, later the common schools. This was the order in Indiana. Hence the falsity of the charge frequently made, that it was never intended that the state should support anything but the common school.

FREE TEXT-BOOKS AND CONTAGIOUS DISEASES.—A few years ago Massachusetts adopted the system of furnishing free text-books to all children in the public schools. During the last two years the Boston schools have suffered more than ever before from contagious diseases, especially measles. John B. Morgan, instructor in hygiene, accounts for this increase on the ground that the diseases are conveyed through the books which are passed from class to class on the score of economy, and he so reports to the Board of Education.

Other objections urged to a system of free text-books are: It

strengthens the idea of dependence upon the state; it destroys the pride of ownership on the part of the pupils; it deprives many families of the only libraries they will ever have, which is a misfortune.

THE NEXT AND LAST CENTENNIAL.—April 30, 1889, will mark the last of all the great American Centennials. This date marks the hundredth anniversary of the inauguration of Washington as President of the United States. This inauguration took place in New York City in 1789. The event should be celebrated in some appropriate way by every school in the country. It will furnish abundant opportunity for teaching patriotism.

One of the Old South Leaflets, containing Washington's Inaugural Address, Irving's Account of the Inauguration, and other appropriate matter, can be had at five cents, by addressing D. C. Heath & Co., care of E. E. Smith, 185 Wabash Ave., Chicago.

#### NEW SCHOOL LAWS.

The late legislature passed or amended laws pertaining to education in the state as follows:

- 1. A school-book law, printed in full elsewhere in the Journal.
- 2. Providing that school boards in all cities of 3000 inhabitants and over, according to the census of 1880, must provide night schools for persons between the ages of 16 and 30.
- 3. Making it unlawful to give, or sell, directly or indirectly, tobaccoia any form to boys under 16 years of age, to be used by themselves; also to persuade or ask a person under 16 to use tobacco in any form. Fine \$1 to \$10.
- 4. Providing that kindergarten schools may be established in any city or town for children between the ages of 4 and 6 years and maintained as are other schools, except that the expense must come out of the local tax.
- 5. Providing that teachers shall receive pay for attending township institutes, providing they attend the full session and perform all duties required of them.
- 6. Appropriating to the State Normal School \$100,000 with which to complete new building, purchase new library, apparatus, etc. The above was \$12,000 more than the trustees asked for.
- 7. Appropriating \$60,000 to the State University for new library building, etc.
- 8. Appropriating \$75,000 to Purdue University, and also providing that the board of trustees may receive gifts and legacies.
  - 9. Appropriating \$27,000 to the Reform School for Boys.
- 10. Reducing the rate of interest on that portion of the school fund controlled by the counties from 8% to 6%. This will have the effect

to shorten the schools about 10 days. The loss is 2% on about \$7,000,000.

11. Section 4425 was amended by inserting the following:

"Provided further, That any person who has taught for six consecutive years in the common schools of this state and now holds a three years' license to teach therein, or who, having previously taught for six consecutive years in said common schools, shall hereafter obtain a three years' license to teach therein, shall be forever afterwards exempt from examination so long as he or she shall teach in the common schools of the county in which said three years license was obtained; but if such person shall at any time after said exemption accrues suffer a period of one year to pass without having taught one full school year in the common schools of said county within said period, then said exemption shall cease; and if such person shall, during such exemption seek employment to teach other or higher branches in the common schools of this state than those branches which were included in the examination upon which said three years license was issued, then he or she shall be examined in such additional branches."

#### THE NEW SCHOOL-BOOK LAW.

In another place in this issue of the Journal will be found the full text of the new school-book law. Every one will read it eagerly because of its universal interest, and because of its possibilities, probabilities, and uncertainties.

The great central purpose of the law is *cheapness* of books. A secondary one is *uniformity* of books, but this was not much considered by the legislature.

Since the passage of the law, it is being widely discussed, and a great variety of opinions is expressed. The law will not go into effect until all the laws are printed and the Governor issues his proclamation, which will be about June 1. After the law takes effect the State Board of Education has to meet within thirty days and advertise for bids, and then these advertisements have to run 21 days. After the bids are in, the great work for the State Board begins. To examine and compare and make a wise selection involves a vast deal of labor and imposes a great responsibility, and of course can not be done in haste. Besides, the members of the State Board are all persons holding other responsible positions that can not be neglected, and their State Board duties must be done piece-meal, as time can be secured.

After the contract is awarded the publisher must have time to make ready and deliver his books. If all parties concerned consume all the time that the law allows it will take about ten months to make the books reach the children; and if all parties shall make all the haste possible or probable, it seems absolutely impossible for the books to

be ready by the opening of next school year. The probable time at which the books can be ready for use is not far from the middle of next school year. Inasmuch as it would be a great wrong to the children to allow them to purchase books at the beginning of the school year and then throw them aside and buy others without completing them, the strong probability is that the State Board will recommend that the new books go into use at the opening of the school year beginning September, 1890, or one year from next September.

The advantages of the law are the two named above, cheapness and uniformity.

The disadvantages are: 1. The value of the school books now in the hands of the children is estimated to be nearly \$1,000,000. These become comparatively worthless, except in so far as they may be readopted.

- 2. The very low prices fixed renders it probable that the best books will not be offered, and thus quality will be sacrificed to price.
- 3. The law requires a bond of \$50,000 that the bidder will enter into contract in accordance with his bid, but it does not require any bond that he will faithfully carry out his contract when entered into.
- 4. As the contract is made by the State Board and the books are shipped direct to the ninety-two county superintendents, there is ample room and great temptation for the contractor to let the quality of material used degenerate far below the standard agreed upon.
- 5. The law makes the trustee the custodian of the books. Hence, if a child wants a book—even a 5-ct. copy book, he must make a trip to the trustee's book store—which may be in an extreme part of the township. The trustee may arrange to have books at the school-houses and make the teachers his clerks at the opening of school, but can hardly afford to leave them there as he is personally responsible for their safe keeping.
- 6. The adoption of new text-books will involve new courses of study, new manuals, new instructions to teachers, etc., all of which means time and expense.
- 7. While uniformity is secured, there is lost the privilege of selecting books adapted to different localities—the city and the country must use the same.
- 8. The cost of distributing these books and getting them into the hands of the children is likely to be much greater than the authors of the law anticipated. As the county superintendent is made personally responsible for all books he will have to receive all books, and verify all bills, and this means that he must have a storage room. His correspondence will be greatly increased with publishers, trustees, and teachers, and his book-keeping duties will be quite heavy. (And all this in the face of the fact that in many counties the superintendent

has to furnish his own office, if he has any, and pay all his own postage and stationery bills; and in the face of the other fact that the late legislature killed a bill which proposed to provide an office for the superintendent.) In addition to the largely increased duties of the county superintendent, the trustees must add many days' service to what is now required of them, in order to discharge well all the increased duties imposed by this law. When the loss of old books is taken into consideration, and the largely increased pay of ninety-two superintendents and over a thousand township trustees is added, there is serious doubt as to whether there is really much saving to the people in the actual cost of books, even at the prices named.

- 9. In the larger cities and towns trustees, in order to accommodate the children with books, will have to open regular book stores, unless each school-house is made a store-house and each teacher a book-seller; and each township trustee must keep a stock of books and provide for their sale.
- 10. There is a difference of opinion as to whether the law is compulsory as to the use of the books selected. One view is that the law is mandatory, and that the contractor can compel the school officers to use the adopted books. The other is that the purpose of the law is to supply cheap books for the benefit of the people and not for the benefit of the publishers, and that if other books more desirable can be had, the school authorities are at liberty to take them. It is argued that there is no penalty affixed for not using the books, and that if the trustees of a county should refuse to carry out this law, they could not be compelled to do so.
- 11. Section nine, of the law, is simply nonsense as it stands. It requires the county superintendent to bring suit on his own bond in case he fails to do his duty in accordance with the law.

Whether the law will prove satisfactory or not must be left to the future. The great fear is that the best books will not be offered at the low prices fixed. If satisfactory books can be secured, doubtless, after the first year or two, there will be some saving on the cost of books, but the question arises, Has the state a right to interfere in any kind of trade for the sake of saving the people a little money? If so, why not provide for cheap clothing and cheap shoes as well?

The great natural law that should govern all prices is free open competition. When the state has secured this condition it has done its full duty.

CONGRESS has recently organized four new States—North Dakota, South Dakota, Washington, and Montana, so we now have forty-two states in the Union. The first three named are each about double the size of Indiana, and the last nearly four times the size. It is difficult to realize the magnitude of our great country.

# QUESTIONS AND ANSWERS.

# QUESTIONS BY THE STATE BOARD FOR JANUARY.

[These questions are based on the Reading Circle work of 1887 8.]

GEOGRAPHY.—1. Write a ten-line description of the room in which you are now sitting.

2. Punctuate the following:

I am afraid we can not buy the blanket said paul Why paul why

Because I do not think the guinea is honestly ours said paul Why is the guinea not honestly ours asked annie

- 3. Write a sentence containing a conjunctive adverb. Write a sentence containing a relative pronoun in the objective case.
- 4. Write a synopsis of know in the passive voice, indicative mode, third person, plural.
- 5. How easy it is for one benevolent person to diffuse pleasure about him. Parse the words in italics.
  - 6. Analyze the foregoing sentences.
  - 7. Correct, if wrong, giving reasons for your corrections:

Who do you think I am?

It must be very pleasant to travel like he does.

Will we forget the deeds of those heroes?

I do not know whom you profess to be.

- 8. Write all the participles of the verb teach.
- 9. When Strength and Justice are true yoke-fellows, where can be found a mightier pair than they? Parse the words in italics.
  - 10. Analyze the foregoing sentence.

Answer any seven, not omitting the first or second.

Physiology. — 1. What is the function of the auricles of the heart?

- 2. What points of resemblance between the oxidation of tissues in the body and the burning of wood?
  - 3. What is the diaphragm?
  - 4. What is the function of the scapula?
  - 5. Describe the pelvis.
  - 6. On what does the nature of a sensation depend!
  - 7. What is meant by an inhibitory center?
  - 8. How is oxygen carried into the blood?
  - 9. Give the anatomy of the eye.
- 10. What importance attaches to proper mastication, and why?

(Seven out of ten.)

ARITHMETIC.—1. Bought 9,000 bushels of wheat in Chicago at \$1.37\frac{1}{2} a bushel, and shipped it to my agent in New York, who sold.

it at \$1.62% a bushel. His commission was 2% and the other expenses were \$450; find my gain.

- 2. Explain the different steps in the process of dividing \frac{1}{4} by \frac{1}{6}.
- 3. The amount at 6% for 2 years, 5 months, 18 days is \$746.20. What is the interest?
- 4. Explain the process of finding the present worth of a sum due at a time without interest.
- 5. What is the cost at the store of 2,556 pounds of sugar bought in Havana for \$148.92, on which is paid \$35.75 for freight and cartage, and 2½ cents a pound for duties, after deducting 15% for tare?
- 6. What must be the dimensions of a cubical vessel that shall contain 300 gallons of water?
- 7. I buy \$600 worth of goods,  $\frac{1}{6}$  to be paid now,  $\frac{2}{6}$  in 5 months, and the rest in 10 months; what is the average time of paying all?
- 8. If 24 men can dig a trench 24 rods long, 4 feet wide, and 3 feet deep in 8 days of 10 hours each, what is the number of hours per day 20 men must work to dig a trench 20 rods long, 3 feet wide, and 5 feet deep in 7 days?
- 9. A man bought 800 bbls. of flour at \$8.37½ a bbl. cash, and sold it immediately at \$9 a bbl. on 3 months time. If he had the note discounted the same day in bank at 10%, how much would he gain on the whole lot?

  (Any seven.)
- U. S. HISTORY.—I. Which States were "reconstructed," and why?
- 2. What is the historic association of the words, "Tory," "Bush-whacker," "Abolitionist," and "Stalwart."
- 3. Why are Jamestown and Plymouth sometimes said to represent two civilizations?
  - 4. What is a monopoly, and how is it injurious?
- 5. Who first extensively practiced, "To the victors belong the spoils," and why?
- 6. What was the "Grand Model," and with what colony was it associated?
- 7. Where is Mason and Dixon's Line, and how has it become historic?
- 8. What four inventions have most influenced the growth of the United States?
  - q. Name the inventors of each.
- go. In what portion of the nation has education received the most attention, and why?

  (Any seven.)

GEOGRAPHY.—I. What States are crossed by a straight line from Washington to San Francisco?

2. Where are the Alps Mountains? The Mountains of the Moon? Corea? Mozambique? Black Sea?

- 3. Describe the route of a vessel from Chicago to Pekin.
- 4. With what countries of South America has the United States most commerce? Of Europe?
- 5. Locate five great cities of the German Empire, and tell one thing for which each is specially noted.
- 6. Name the colonial possessions of Great Britain, and show something of their commercial importance.
- 7. Name the regions of the United States in which coal is found. Iron; lead; copper; zinc.
- 8. Compare France and Holland as to physical characteristics, occupations of the people, and productions.
- 9. Draw Indiana, showing Ohio, Wabash, and White rivers, and locate the four largest cities.
- 10. What and where is Galveston? Dakota? Blue Ridge? La Plata? Minneapolis?

SCIENCE OF EDUCATION.—I. What were the leading features of the educational system of ancient Egypt?

- 2. Why should a teacher have a good, thorough knowledge of physiology, even if he does not teach this subject?
- 3. What is meant by intellectual education? What relation has this to moral education?
- 4. Explain briefly the general order of development of the faculties of the mind.
- 5. What place, in a general scheme of culture, has the thorough training of the senses? Why?
- 6. State what subjects in arithmetic you think ought to be taught during the child's first two years in school, and state in general terms your method of procedure.
- 7. Why is the teaching of reading so important in the third year of a child's school life? Give outline of the course of study in your county for the third grade.

READING .- "O, sweeter than the marriage-feast,

'Tis sweeter far to me,
To walk together in the kirk,
And all together pray,
While each to his great Father bends,
Old men and babes, and loving friends,
And youths and maidens gay.

Farewell! farewell! but this I tell To thee, thou wedding-guest,—
He prayeth well, who loveth well Both man and bird and beast.

He prayeth best, who loveth best All things both great and small; For the dear God who loveth us, He made and loveth all."

- Coleridge.

Write five questions on the above suitable to be given to pupils to bring out the thought.

The candidate will read a selection and will be marked thereon on a scale of

## ANSWERS TO PRECEDING QUESTIONS.

Owing to a mistake the person who has charge of this department made answers to the wrong set of questions. The mistake was not discovered till it was too late to make correction, so all "answers" are omitted for this month.—ED.

# DEPARTMENT OF QUERIES AND ANSWERS.

[This Department is conducted by J. C. GREGG, Superintendent of the Brazil S-hools.

Direct matter for this department to him.]

#### QUERIES.

180. What is the difference in area between a square and a circular field, each containing an acre for every two feet of perimeter?

J. D. FRENCH.

- 181. Upon what occasion, and by whom were the following words uttered? "God reigns, and the Government at Washington still lives."
- 182. A rectangular field is four times as long ns wide, and its diagonal is  $\sqrt{6800}$  rods; find its dimensions by arithmetic.

G. E. WILLIAMS.

- 183. How is the word tsetse pronounced? W. S. WALKER.
- 184. What nation produces, annually, the greatest number of books?

  CALVIN ASBURY.
  - 185. Solve:  $x^2 4y^2 = 9$  $xy + 2y^2 = 6$  Subscriber.
- 186. A piece of ground is 15 ft. square; what is the greatest number of stakes that can be driven in it, placing no two stakes closer than 1½ feet?

  SAMUEL G. GIFFORD.

ANSWERS.

162. The price was paid in tobacco to the amount of \$150.

[AMES F. HOOD.

163. William Pitt. Geo. E. WILLIAMS.

164. Guelph. J. H. Tomlin.

165. John Jay, first Chief Justice of the United States.

J. D. FRENCH.

- 166. This extension was obtained by a treaty between the United States and the Hudson Bay Company. It gave the citizens of this country better advantages,—securing fur and fish. JAS. F. HOOD.
- 167. This is hard to determine. It is said that Daniel De Foe is the father of the English novel. The first English novelist of any special note was Walter Scott, though there were many others who preceded him.

[Several of our correspondents give Samuel Richardson.—ED.]

168. 318 pounds at 10#

2 " " 12# 100 " " 15#

420 pounds in all.

HENRY GUNDER.

169. The interest for 7 months is \$206,792; for 12 days \$11,655, and for the whole time \$218,447. The interest for days must be calculated separately and on the basis of 365 days to the year. Different editions of Ray's Higher Arithmetic (see page 249, No. 20) give different results to this problem, but I regard the above as the correct result.

170. Let \$100 == face of the stock.

then \$60 = cost.

10% = annual rate.

\$10 = annual dividend.

 $$10 \div $60 = .16\frac{2}{3} = 16\frac{2}{3}\%$ . Ans. Calvin Asbury.

NOTE.—Strictly speaking the annual rate is not 10% but 10 $\frac{1}{4}$ , and the rate of interest 17 $\frac{1}{12}$ . But the above is practically correct.—ED.

#### CREDITS.

Jas. F. Hood, 162-3-4-5-6-7-8 and 170; Calvin Asbury, 163, 164, 170; E. Mattingly, 163, 167; Josephine Shealy, 163, 164; D. P. Barngrover, 163, 164, 169; J. D. French, 163, 164, 165, 168, 169; Martin Callahan, 162, 164, 165, 166, 168; G. G. Evans, 163; T. W. Marshall, 160, 163, 164; W. T. Longwith, 163; J. S. Roberts, 164; M. Stephens, 163; J. F. Nichter, 158; F. E. Callahan, 160, 157; Geo. E. Williams, 163, 167; J. H. Tomlin, 163, 164, 167; A. M. Scripture, 168.

#### NOTES.

Mr. J. T. Reade thinks that there are grave doubts as to the surname of Queen Victoria.

Mr. Tomlin gives the name as it is generally accepted.

Prof. A. M. Scripture finds that 594 balls is the correct answer for Ray's celebrated box and ball problem. Any one can get his solution by sending stamp to him at Clinton, N. Y. His two little boys were recently horribly burned by the explosion of a steam pipe,—a very sad accident, in which every reader of Queries and Answers will sympathize with him.

### MISCELLANY.

REMEMBER the N. I. Teachers' Association, to be held at Warsaw April 4, 5, 6. See program in March Journal.

THE new Normal at Princeton, under the direction of J. W. Runcie, is starting out with about 170 students, with a prospect of largely increasing that number in the spring term, which begin April 2. This is certainly doing well for the first year.

THE spring term of the Carmel schools opened March 25. Classes in several of the higher branches are being sustained. David Wells is principal.

MRS. Eudora L. Hailman will open her Summer School of Kindergarten and Primary Methods in La Porte July 22, for a term of four weeks.

WAYNE Co.—The spring session of the Teachers' Association will be held at Richmond April 5 and 6. A good program is provided.

THE CENTURY MAGAZINE will in a few months begin the publication of the autobiography of Joseph Jefferson, the great actor.

THE third prize for clubs for the Journal, a fine Tellurian Globe, went to Jennings county; Chas. N. Peak, agent. The fourth prize, a fine Map, went to Clinton county; G. E. Long, agent.

WE learn from the publishers, Messrs. E. L. Kellogg & Co., of New York, that Mr. A. S. Welch's Teachers' Psychology has been very favorably received. They have such confidence in its value as to send it to any subscriber to this paper for examination, to be paid for only if it is what is wanted. Read what they say in another page.

SMITH'S AMERICAN MANIKIN is an ingenious device for showing to the eye the different parts of the human system. It does not give the shape of the different organs, but gives a life-like picture of them. It follows the idea of Yaggy's charts, but makes an improvement, in that it makes its illustrations on metal, each muscle or organ on a separate piece that can be detached. The work is of a superior character, and the "manikin" has the commendation of many of the best medical men of the country. It certainly will be a great aid in teaching physiology. For particulars, price, etc., address J. A. Wright, Indianapolis.

VALPARAISO NORMAL SCHOOL, the largest school of its class in this country, is still growing. A recent letter from the principal, H. B. Brown, says, "Our regular classes are much larger this year than ever before." Many improvements have recently been made; a new music hall has just been completed and thoroughly furnished with new instruments—21 new pianos and 4 new organs. All the departments of the

school have been thoroughly refurnished and are doing better work than ever before. The school now employs 27 regular teachers. The phenomenal prosperity of this school can not be accounted for except on the ground of real merit.

CORRECTIONS.—On page 148, March Journal, the word "arches" was used for "arched." It should be:—

By the rude bridge that arched the flood, Their flag to April's breeze unfurled, Here once the embattled farmer stood And fired the shot heard round the world."

On page 149, stanza three, second line, the word "The" is used for the word "His." It should be:—

I cause from every creature His proper good to flow; (etc.)

On page 150, stanza two, second line, it should be "tarn" instead of "torn."

### READING CIRCLE NOTES.

#### YOUNG PEOPLE'S READING CIRCLE.

From reports that have come to hand it appears that the Y. P. R. C. has reached about 15,000 children. This is a very good beginning, and it is hoped that this number will be doubled next year.

Plans for Y. P. R. C. for next year are now under consideration, and suggestions are earnestly solicited from all who are interested in the enterprise. If you have an idea that you would like to see embodied in next year's work—concerning selection of books, method of obtaining them, etc., etc., you would confer a favor by communicating with the secretary, or other member of the board.

#### TEACHERS' READING CIRCLE.

It has been decided to issue questions hereafter several months before the time for examination, covering the most essential points in the books studied by the teachers, from which the examination questions will be selected. It is believed this plan will assist the members to make a more thorough mastery of the books, and, at the same time, encourage them to submit to the examinations and so secure credit and recognition for their work.

### THE WASHINGTON MEETING OF SUPERINTENDENTS.

Inauguration week was the time of gathering for the mid-year meeting of the school superintendents. This meeting is always held at Washington, the time generally selected being February 15th. To

accommodate a large number of persons the session of this year was set for March 6-8. The presiding officer was Supt. Fred. M. Campbell, of Oakland, California, who made a capital chairman. There were between thirty and forty papers read. Interest centered about two or three points. Manual Training was the arena of a hard-fought battle between those who claim that tools are instruments of education and those who view them as capable only of apprenticeship training. The advocates of manual training seemed to have the best of the fight. E. E. White, of Cincinnati, and W. T. Harris, of Concord, were the leading critics of manual training, and C. M. Woodward its principal adherent. Examinations were freely and fully discussed. It was very generally agreed that question and answer examinations are entirely inadequate as tests of true power, and that such examinations help teachers and pupils very little. The selection of teachers was also discussed. A general sentiment in favor of the removal of selection from the sphere of politics pervaded all papers and addresses.

President Marble, of the National Association, reported progress in perfecting arrangements for the Nashville meeting of July next. One fare rates have been secured. Everything bids fair for a successful meeting.

Hon. J. W. Noble, Secretary of the Interior, visited the meeting and made a short address. He reiterated President Harrison's endorsement of the value of our educational movements.

The attendance was large and the meetings lively. Indiana had several representatives. However, the contingent of patriots in the hotel lobbies, who were in Washington to be ready for official lightning, if that fluid should come their way, far outnumbered the pedagogues from this state. But it seems that for every Indiana office-seeker there were four from Ohio and five from Pennsylvania.

### SOUTHERN INDIANA TEACHERS' ASSOCIATION.

The Twelfth Session will convene at Greensburg, April 10, 11, 12.

#### PROGRAM.

WEDNESDAY EVENING, 8 o'clock.—Address of Welcome: Hon. John D. Miller. Inaugural Address, by the President: R. W. Wood. Thursday, 9:30 A. M.—I. Manual Training,—Lecture and Illustrative Work: W. F. M. Goss, Purdue University. 2. The True Object of Study, Paper: F. D. Churchill, Aurora. Discussion opened by O. P. McLain. 3. Value of Illustrative Teaching: W. F. L. Sanders, Cambridge City. Discussion, Chas. N. Peak, North Vernon.

1:30 P. M.—I. Debate: Question—Resolved, that the Natural History Sciences in the High School serve as well to develop the mind as do Psychology and Literature. Affirmative, O. P. Jenkins, De Pauw

University; B. W. Everman, State Normal School. Negative, T. G. Alford, Indianopolis High School; J. R. Starkey, Supt. Martinsville Schools. Jenkins, Alford, Evermann, and Starkey, 20 minutes each; Jenkins, 10 min. 2. Elements of Good Citizenship: D. C. Brown, Butler University. Discussion, E. E. Olcott, Utica. 3. Appointment of Committee on Officers.

EVENING, 8 o'clock.—Popular Lecture: "Education in Japan," Dr. T. C. Mendenhall, President Rose Polytechnic Institute.

FRIDAY, 9 A. M.—I. Literature of Home and School: Miss Kate Milner, Rockport; Miss Alta Blackmore, Aurora. 2. Chemistry in the High School: Wm. H. Wiley, Terre Haute. General Discussion. 3. Teachers' Institutes—Aims, Methods, and Institute Workers: A. N. Crecraft, Supt. Franklin County; W. H. Johnson, Supt Knox Co. 4. Botany in the Public Schools: Geo. C. Hubbard, Madison; J. C. Gregg, Brazil. 5. Report of Committee. Selection of next place of meeting.

1:30 P. M.—I. Primary Teaching in the Country Schools: R. G. Boone, Indiana University; Cyrus W. Hodgin, Earlham College. 2. Address: Hon. H. M. La Follette. 3. Unfinished Business. Adjournment, 3 P. M.

N. B. Papers are limited to 20 minutes; discussions to 10 min. HOTEL RATES.—To members of the Association: Seitz House,

\$1.00 a day; DeArmond House, \$1.50 a day.

RAILROAD RATES.—A rate of one and one-third fare has been secured. This rate extends to all railroad stations in Indiana where through tickets to Greensburg are sold. Ask the agent, of whom you buy the through ticket to Greensburg, for a certificate of purchase. This certificate, when signed by Geo. L. Roberts, Railroad Secretary of the Association, will secure, at Greensburg, a one-third fare return ticket. For particulars about rates or the arrival and departure of trains, write to Geo. L. Roberts, Greensburg, Ind.

Teachers are invited to visit the Greensburg schools, Wednesday, April 10th.

W. P. SHANNON, Greensburg, Ch. Ex. Com.

# PERSONAL.

A. N. Higgins is still in charge at Waynetown.

O. B. Hultz, a State Normalite, is principal at North Salem.

A. C. Crouch is serving his seventh year as Prin. at Petersburg.

Jas. H. Logan, Prin. of the Troy school, will conduct a spring term.

S. B. Sherry, having spent-five years in Kansas, is again a Hoosier, and principal at Brownsburg.

John Valentine (and not W. G. Tull, as stated last month), is principal of the Morristown schools.

- E. W. Wright, formerly Supt. at Kendallville, is getting on finely as Supt. of the schools at Vicksburg, Miss.
- S. W. Pearcy, formerly of Indiana, is now principal of a "Classica Business College" at North Middletown, Ky.
- A. C. Goodwin is still Supt. of the schools at Owensboro, Ky. His annual report shows his schools in good condition.
- Wm. M. Croan, former Supt. of Madison county, is still prosperous in his normal school enterprise at Shenandoah, Iowa.

Miss Mollie Mitchell, formerly a teacher in the Clayton schools, was recently mrrried to Mr. U. S. Candy, of Grant county.

- Mrs. Emma Garrett Wilson is principal of the Normal School at Ladoga, and the school is prospering under her management.
- Jas. K. Barnhill, a leading teacher of Marion county, has received an appointment as mail carrier in Indianapolis. The place, after two years' service, is worth \$1000 a year.
- G. W. A. Luckey and wife, both well known in Northeastern Indiana, are still in charge of the schools at Ontario, Cal. Both have been restored to vigorous health, and their work is prospering well.

Hiram Hadley, who is at the head of Las Cruces College, at Las Cruces, New Mexico, reports that his school is prosperous, and he is perfectly delighted with the climate and surroundings of his new home-

Miss Nellie Ahern, of the Peru high-school, has been chosen first assistant in the State Library, at a salary \$1100. Miss Ahern is intelligent, deserving and capable, and the Journal extends her its hearty congratulations.

- J. V. Coombs, late principal of the normal at Covington, is now pastor of a church in Marion. Think of the transformation:—only a few short months ago an old bachelor and a pedagogue,—now a benedict and a preacher.
- Will H. Hershman, after a career of ten years as Supt. of schools of Newton county, has decided not to be a candidate for re-appointment next June. This is a loss to Newton county, for Mr. Hershman has made one of the best superintendents in the state.
- W. B. Flick, Supt. of Marion county, at a teachers' association held March 2, was "taken by surprise." His teachers as a testimonial of their esteem made him a present of a fine gold watch and chain valued at \$125. Mr. Flick certainly does deserve the confidence and respect of his teachers, and that he has both is evidenced by the testimonial.
- Prof. D. W. Dennis, of Earlham College, with his wife and son, will sail for Europe in June next. He expects to remain abroad from fifteen to eighteen months, and will devote most of his time to study in the University at Bonn. Mrs. Dennis, of course, can not be ad-

mitted to the University, but expects to attend lectures in literature and history.

James G. May, of Salem, Ind., who has for years been the oldest active teacher in the state, recently passed over to the other shore. He was over 80 years old, and yet taught during the past winter. He retained his vigor of intellect and wonderful activity of body to the last. He has fought a good fight and done a good work, and is now reaping a rich reward.

Mr. Henry A. Ford, formerly editor of the Michigan Teacher and the Northern Indiana Teacher, and who with his wife has done much institute work in this state, desires the Journal to say that Mrs. Ford has been disabled for several months by severe illness, and can not accept engagements for this year. He will, however, as heretofore, be glad to consider any invitations to similar service in Indiana. Mr. Ford has been an institute conductor and instructor for 22 years, and is much in request in his own and other states, and in Canada. His address is No. 393 Second Avenue, Detroit, Mich.

### BOOK TABLE.

THE CENTRAL NORMAL POST, published at Danville, in connection with the Central Normal College, contains a great deal of good reading matter for teachers.

THE WIDE AWAKE continues to come to hand filled with the best thoughts of the best writers, for boys and girls. It is published by D. Lothrop & Co., Boston.

TREASURE TROVE, published by the Treasure Trove Co. of New York, is one of the choice magazines for boys and girls. It is full of attractive and helpful matter, and costs only \$1 a year.

THE CENTURY magazine continues to hold its high rank among literary magazines, and it leads all others in point of circulation. Its real merit has secured for it this preeminence in circulation.

THE SOUTHWESTERN JOURNAL OF EDUCATION, devoted to educational interests throughout the Southern and Western States, is published at Nashville, Tenn. The copy before us looks well and reads well, and the paper deserves liberal patronage.

THE AMERICAN JOURNAL OF EDUCATION, of St. Louis, J. B. Merwin, manager, has taken unto itself *The National Teacher* and its editor, Josiah Bonham. The Journal has also opened a branch office in Washington City. This shows enterprise and prosperity.

THE YOUTHS' COMPANION is the oldest and best weekly paper for boys and girls published in this country. Its merit is indicated in the

fact that its circulation is more than double that of any other paper of its class. It is published by Perry Mason & Co., of Boston. Price, \$1.75 a year.

THE FREEMAN is a national colored weekly newspaper, published at Indianapolis, and edited by Edward E. Cooper. It is a large 8-page 6-column elaborately illustrated paper. It is printed on extra fine paper, is well edited, and is in every way a credit to Mr. Cooper and the colored race. It deserves a liberal patronage.

THE CIVIL SERVICE CHRONICLE, Vol. I. No. 1, published at Indianapolis, is on our table. Its name indicates its field. With 100,000 Federal offices which may be used to reward personal or party service. the question of civil service is certainly a great one, and interests every citizen. The *Chronicle*, at 50 cents per annum, ought to have a large circulation.

A HEALTHY BODY: By Charles H. Stowell, M. D. Chicago: John C. Buckbee & Co. Price 50 cts.

This is an elementary book on physiology and hygiene. It is written in good style, covers all the essential points well, and is all that is necessary for common school use. The effect of alcohol upon the system is separately and satisfactorily treated.

SHALL WE TEACH GEOLOGY? By Alexander Winchell, Professor in Michigan University. Chicago: S. C. Griggs & Co. Price \$1.

This is a discussion of the proper place of Geology in modern education. The high standing of the author commands attention, and any one interested will read with interest what he has to say as to the relative value of the classics and science in education.

HERBARIUM AND PLANT DESCRIPTION: By Edward T. Nelson, Prof. of Botany in Wesleyan University, at Delaware, Ohio. Published by the author.

This is the most convenient arrangement the writer has yet seen for recording and preserving the analysis of plants, together with the pressed plant itself. Every student of Botany should have one.

CONSTITUTIONAL HISTORY AND POLITICAL DEVELOPMENT OF THE UNITED STATES: By Simon Sterne, of the New York Bar. New York: G. P. Putnam's Sons.

This is a sketch of the Constitution of the United States, not as it stands in the text, but as it has been interpreted from time to time by the Supreme Court of the United States, accompanied by a history of the political controversies which brought about its formation and the changes that have from time to time been made.

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# INDIANA

# SCHOOL JOURNAL.

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No. 5.

OBSERVATION AND EXPERIMENT ESSENTIAL IN PEDAGOGICAL INQUIRY.1

4

LILLIE J. MARTIN, SAN FRANCISCO.

WO educators whose pedagogical views are generally supposed to be diametrically opposite have strongly advocated observation and experiment in the study of children. At the Saratoga meeting of the Council of Education, in speaking on the "method of pedagogical inquiry," Mr. Harris said, "Here, too, stands the new scientific spirit ready to make special investigations into the processes and results of instruction in the special branches of the course of study and ascertain exactly what the pupil gets from each branch. The psychological significance of each branch being ascertained what an immense concourse of problems propounded in our age would be solved. So with regard to methods. What an opportunity on the one hand for inventory and classification, and on the other for close, c reful, analytical experiment."

In discussing the same subject, Mr. Hall said, "Pestalozzi, Frœbel, Herbart, and all who in modern times have added anything whatever of permanent value to the repertory of educational methods, have done so as a direct result of more or less systematized observation of child nature."

Very little experimental pedagogical work has been done in America. Public attention was first directed to it through the investigations of Mr. Hall upon the Boston school children.<sup>2</sup> He found that nineteen per cent. of them had never seen a cow or

a hen, twenty-two per cent. a worm, forty-seven per cent. a pig, sixty per cent, a robin, sixty five per cent. an ant, etc. recent experiments of Mr. Sandison and Mr. Parr upon the number contents of a child's mind have added to what was known concerning a child's information on entering school. All these results must of course be somewhat local, and much work remains to be done. A consideration of the subject of reading shows that such experimental investigation is really worth undertaking. On entering school the child should read from a book containing mainly words which come within his experience; otherwise the symbols will mean nothing to him. This makes it necessary to have found out what he already knows. riment is rendered still more necessary from the fact that words standing for objects outside the child's experience must also be taken up. Those standing for objects which the imagination can truly represent out of material in its possession should be selected. Pictures are of assistance in this connection, but Mr. Hall's investigations showed that it is quite possible for a child to get very false ideas from pictures. Several children on being asked how large a cow was said it was "so long," that is, about an inch and a half long. They had certainly seen the cow on the sixty-fifth page of Monroe's First Reader. Experiments upon children show more and more that "words in the book can be rightly interpreted only in proportion to the antecedent experience of things." Experiments regarding a pupil's information are as much needed in higher as in lower grades. examination of almost any text book to ascertain what information is assumed, followed by some practical test to learn whether the pupils possess such information, would show, I doubt not, that fifty per cent. do not. In completing the book, if the same pupils were again tested to see how much of the new subject had been assimilated, we should find out whether those persons are eright who advocate the simplification of text books and methods.

As world knowledge reaches the mind through the senses it is important to be fully informed regarding their condition. A seemingly defective sense sometimes means, doubtless, an undevelope dsense. This would demand special training. Without

this, much of the instruction will be lost. Where there is a defect in the organ itself, mechanical aid should be immediately given, if possible. Since the observing powers strengthen with age, a near sighted person who puts on glasses later in life finds himself giving little attention to distant objects. Moreover, a near-sighted child loses much valuable information if he goes without glasses. Thus he grows up with little or no real acquaintance with birds or trees. That æsthetic culture which comes from constantly looking upon clouds and distant objects will also be lacking. Not only will experiments upon myopia lead to the assisting of children who are already near sighted, but also to ascertaining why there should be a larger per cent. of children who are near-sighted in upper grades. Up to this time the reasons given have been purely physical; position of body, distance at which book is held, etc. Careful observations are needed to determine whether near sightedness is not quite as often due to the fact that the course leads the majority ot the children to reflection too early; unnatural retrospection reacting on the sense organs and stunting their growth as much as it does that of the This idea was first suggested by a study of two sisters who came under my observation. I am sure the near sightedness of the one was due not so much to physical conditions as to the fact that her studies had made her unnaturally reflective.

Miss Wiltse's recent experiments in the Boston schools show that sound blindness is sufficiently widespread to demand attention. She tested five hundred and thirty pupils on certain monosyllables. Only thirty-four heard all. Miss Wiltse's results explain a class of stories with which we are all acquainted. A pupil is asked the typical shape of the continents; he replies, "All are triangular except Africa and that is a quadruped." Another is told to give the distinguishing mark of a vertebrate; he says, "It has twenty-four backbones and an eternal skeleton." Another is examined as to the structure of the human body and says, "It consists of the skull which encloses the brain, (if there is any), the thorax holding the lungs, and the abdomen containing the vowels." Doubtless many of those "quaint definitions of words" given by Mark Twain in "English as She is Taught"

can also be explained by sound blindness. Miss Wiltse furnishes several good illustrations of the immediate value of experimental work. Five of the children examined were so successful in their work that the teacher had given them back seats, not having observed that they invariably watched the motions of her lips. These experiments showed that they could not hear tones twelve feet away and they were given front seats. Miss Wiltse became so much interested in a child of seven years who was supposed to be feeble-minded, but who out of pity had been retained in the kindergarten, that she took her to the aurist, Dr. Clarence Blake, for examination. He found that trouble with the inner ear had early caused a deafness, which had arrested mental development. The child was put under treatment and sent to the school for deaf mutes to be trained.

In the Indiana School for Feeble-Minded Youth there are two hundred and forty-three children. Previous to admission no special examination of the eyes and ears of applicants is made. This is a serious oversight, since Miss Wiltse's investigations show that a defective sense organ may give the appearance of being feeble minded to one whose brain is not affected. The diseased sense organ of such a one needs to be treated by a skillful physician and the child placed where he can be taught to gain his knowledge through other senses.

The general use of natural gas in this state requires the giving of greater attention to the lower sense—that of smell. Experiment is needed to learn whether this sense will properly develop without special attention.

Not only do the senses, those direct avenues to the mind, need examination, but also the countless external and internal physical conditions which affect the development of the body, and therefore of the mind.

Recent experiments<sup>5</sup> of Mrs. Mary D. Hicks in the kindergarten schools of Boston show that the mind must be examined to find what has been conveyed to it by the senses. Mrs. Hicks had each child knead a clay ball and stick a tooth-pick into the right side. She asked each to draw the object just as it looked. All drew a circle and a straight line, but scarcely one had the

tooth-pick on the right side of the ball. Some had it running straight above the ball, some straight down, some to left, and others diagonally; several entirely through, and others not touching the ball at all. Repetition of these experiments upon much older pupils brought like results. People who are unable to draw, sometimes talk as if it were a mere matter of the hand. Do not these experiments show that the inability to draw may possibly arise from inability to see?

Certain recent investigations of Mr. Edmund Noble prove that observation and experiment may suggest valuable methods of putting the child in possession of world knowledge. He tabulated children's errors in punctuation with a view to finding out the law. He found that sounds most accurately and soonest uttered are those whose formation is most obvious as a process. Since sounds are pronounced either in the throat, posterior or anterior part of the mouth, this is equivalent to saying that children give the dental and labial sounds best. Why? Previous experiments have shown that perfection of sound depends upon the vividness of percept, vividness of repercept, and mastery of speech organs The last two would be as likely to be as perfect in one set of organs as another. There might be a difference, however, in the vividness of the percept. The attention with which a bright child watches the teacher's mouth in learning new words proves that he tries also to use the sense of sight. That he succeeds is proved by his learning dentals and labials first; that is, those sounds in which the mouth movement is most evident. Such information is of pedagogical value since it leads the teacher to insist on attention to the mouth movement in the pronunciation of difficult words.

Observation and experiment may also be of assistance in the determination of the best method of presenting a subject. Suppose a child is to be taught something regarding the classification of things, and a given plant, say a cabbage rose, is chosen for the purpose. Rosmini suggests three possible methods—to follow no order; to take the child from the individual to the larger and yet larger class until he is brought to the knowledge of the genera of plants; or to let him pass from the general to

the particular; that is, first take the cabbage rose as a type of a plant and lead him to the smaller and yet smaller class and finally to the individual plant—the cabbage rose. The first method is unworthy of consideration, the second supposes the child first observes differences, the third likenesses. Rosmini regards the last as the best method. Some experienced teachers insist that the second method is best. When experiment has determined whether a child on being shown a cabbage-rose sees something resembling or something different from other plants, all will agree on the same method.

In Sartor Resartus Carlyle says, "It is the duty of the philosopher to note down with accuracy the characteristic circumstances of his education,—what furthered, what hindered, what in any way modified it." If this were done in case of persons having a decided bias, or even of those of a more rounded development, and these records were compared, additional knowledge would be gained concerning the most rational course of study and training.

Before a given course of study can be adequately tested maturity must have been reached; but since "play is a freely active representation of the inner life," its general tendency can be almost immediately determined by observing children in their leisure hours.

A recent study<sup>8</sup> of an ex teacher, Mr. John Johnson, Jr., concerning the moral condition of boys, suggests valuable experimental work in the direction of morals. He finds that boys love dirt, delight in "blood and thunder" stories, and take pleasure in annoying and even destroying animals. If further experiments substantiate these conclusions, the origin of such propensities must be learned so that the minds of boys may be set to work upon those things which will call forth the same powers and in their influence be more elevating morally. Mr. Johnson's conclusion that during the first sixteen years boys pass through the development of the race, that is, pass from the savage to the civilized condition, is interesting, but will be ignored by teachers. Researches in physiology have shown in a general way that the human body passes through lower forms in its de-

velopment, but researches in psychology have not shown that mental or moral evolution unaided is commensurate with physical. If this were shown education, that is, the leading out of the mind and heart, would be much less necessary.

The desirability of the kind of investigation under discussions is more readily seen when the special problems of the school-room are mentioned. Nearly all will agree, I suppose, that it is impossible to decide on the best supplementary reading, the best position in writing, the best method of ventilating a given room, the best time of day for a given subject, the proper length of recitations and school hours, the propriety of having a recess, etc., etc., without observation and experiment.

Moreover, observation and experiment can not fail to be valuable in that they will increase the interest of teachers in such researches in psychology as are constantly being made. The fact that educational journals do not find it necessary immediately to publish the results of important psychological investigations, shows that teachers do not feel impelled to keep abreast of the subject which they are supposed to apply so carefully. For example, the researches of Cattell upon the Roman letters have not yet been noticed in an educational paper, and yet no one would be willing to say that he regarded the discovery that the most commonly used letters of our alphabet are those most difficult to see, as unimportant to educators. If the unnecessary strain upon the eye makes it desirable to discard the whole German alphabet, certainly Cattell's experiments show that the form of some of our common letters must be changed.

Observation and experiment will benefit the school indirectly as well as directly, in that it will call out individual thought on the part of teachers. This result is not to be ignored, especially in an organized system of schools where the teacher's duty is to apply, not to discover, the majority of the methods he employs. Without special effort to develop original thought, the inevitable result of such close combination in school work must be that in every large corps of teachers there will be only a few individual thinkers.

A teacher remarked recently that she was very careful to pass.

over what did not come within the children's experience. On being asked how this was learned, she said those children who had never seen a given thing were required to raise their hands. Desire to please the teacher, timidity, the wish to appear as wise as others, the mistaking of the picture for the thing itself, and numberless other considerations must have kept many of her pupils from exposing their ignorance. This is but one of many instances which might be cited to show that people must be trained for such work. Of late an effort has been made in the Worcester Normal School to give this kind of training. The ordinary book study of psychology has been supplemented by original work on the part of the students in the observation of children. If psychology is to be properly applied such work seems positively necessary. Of how much value would be a reading course only in chemistry to one who was to become a practical chemist?

The pedagogical value of observation and experiment in the study of children makes it desirable to put forth a special effort to encourage it. At the San Francisco meeting of the National Educational Association, Mr. Harris introduced a resolution to appoint a committee to consider the advisability of giving up one session each year to hearing the results of such investigations. Shall not the Indiana State Teachers' Association forestall the National Association by devoting at least a part of one of its annual sessions to hearing the results of such experimental work as would be of pedagogical value, and appointing a standing committee whose duty it shall be not only to arrange the program for that session, but also to encourage such work in every way possible?

The opponents of experimental psychological work declare it will develop a belief in a materialistic philosophy. Why do they think so? Janet has shown that experimental psychology was not only founded by men of spiritual belief, but that no authoritative master of the new science is a materialist. He grants that Weber has no interest in metaphysical questions, but shows that Fechner is far from being a materialist in his ideas, and that Lotze and Helmboltz have declared themselves to be believers

in a spiritual philosophy. Unaccountable as it may seem to some people, Immanuel Kant has not a more devoted follower than is Wundt, the man who has either directly or indirectly stimulated hundreds of such investigations—not only in his own laboratory, but in those in all parts of the world.

- For literature of the subject see "Bibliography of Education," p. 85.
   "The Study and Observation of Children." D. C. Heath & Co.
- 2. Princeton Review, May 1882.
- 3. Indiana School Journal, Oct , Nov., Dec., 1888.
- American Journal of Psychology, Aug. '88, p. 702—"Sound-blindness." Sara E. Wiltse.
- 5. Journal of Education, Oct. 11, '88-" Representing What we See."
- Education, Sept., Oct., Nov., 1888—"Child Speech and Law of Mispronunciation." Edmund Noble.
- 7. Rosmini's Method in Education. D. C. Heath & Co.
- Popular Science Monthly, Oct. 1887—"Savagery of Boyhood." John Johnson, Jr.
- Brain, Part XXXI.—"The Inertia of the Eye and Brain." James Mc-Keen Cattell.

# SOME MISTAKES IN LANGUAGE.\*

#### HATTIE M. LEONARD.

It is with very genuine enthusiasm that I attempt some discussion of this topic. The importance of the correct use of language seems hardly to be appreciated fully, either by pupils or by teachers. Too often grammar is looked upon as something to be recited, and not as a science whose laws should be obeyed as well as understood. And, not only among those whose advantages have been few do we find its principles ignored. It is quite often among high school pupils, college graduates, and even among members of the learned professions that we find carelessness in the use of the vernacular. Teachers, even, are not entirely free from this fault, and for that reason we may as well begin our grammatical house cleaning right at home.

I have heard experienced teachers, who, I am sure, pass fine examinations, use singular verbs with plural subjects, say them

<sup>\*</sup> Read before the Wayne Township (Allen Co.) Institute.

when they meant those, and *learn* when they meant teach. And I strongly suspect that some of them have heard me use an adjective when an adverb would have better served my turn, for I've heard myself do it more than once. Sometimes it is said so much more quickly, that we leave off the ly and say "come quick" instead of "come quickly," or "don't walk so slow," when we mean slowly,—as if an abbreviated command would abbreviate its fulfillment. Having made this "open confession," which I hope is as good for your souls as it is for mine, may I ask you to consider carefully some reasons why grammatical speech should be considered as important as any of the results we strive for in teaching, if not more important than many things for which we labor more earnestly.

First, then, the correct use of language has always been considered an indication of culture and refinement. But this is the least reason. Far more important than the appearance of culture and refinement are these things themselves; and the most elegant use of language may be the veneering, merely, that covers mental and moral unsightliness.

A second reason is that grammatical language has a distinct marketable value. I acknowledge that the fearfully and wonderfully ungrammatical periods of Petroleum V. Nasby, Josh Billings, and others of their ilk, are appraised at a high rate in invoices of literary wares. Still, believe me, to be marketably ungrammatical requires the very keenest insight into the principles of grammar, and the skill of an expert in the use of language. There are good reasons for this, which doubtless occur to you and need not be stated here.

"But," you say, "we don't expect to make authors of our pupils—they are plain going farmer lads and lassies; what have they to do with a possible future at two dollars a column or ten dollars a line?" Granted; though, as "it is always the unexpected that happens," you can't predict with certainty literary obscurity as to the future of any of your potential presidents or president esses,—for you know female suffrage is coming. Still, it is not in the line of authorship that the marketable value of correct language especially impresses me in connection with our work.

Our young people, stout and healthy, as they nearly always are in the wholesome country air, come to us with no thought of a future beyond the confines of the farm. No dreams of a career disturb their uneventful calm. They expect to make a living, as their fathers and mothers did before them, by hard manual toil. But, suppose these healthy bodies are crippled by accident or permanently disabled by disease; what then? Must they be dependent upon their more fortunate companions? What other resource remains? A correct use of language, a legible penmanship, some weeks or months spent over a manual of stenography or book keeping, and our boy or girl is able to be, at least partially, self supporting. There is nearly always some employment of this kind to be found; and let me note just bere that I am informed on good authority that more than one expert stenographer finds it difficult to rise in his profession, simply because he can not transcribe his notes into grammatical English.

One other reason, most important of all in my estimation, is the mental effect of extreme care in the use of language. No one can exercise the watchfulness necessary to correctness of speech without acquiring a mental alertness before unknown. And, in determining certain niceties of usage, perception, conception, and comparison are exercised and strengthened.

A recent number of the Indiana School Journal contains a very apt illustration of the excellent psychological reason for one of the rules of rhetoric, and very many of them are equally logical in their origin. Often it has been averred that grammar is a science wholly arbitrary and frequently without reason for its rules. Owing to the transitional character of our language, even at its present stage, there may be a modicum of truth in this assertion. But I venture to say that he who sets himself earnestly to inquire into the origin of grammatical usages, will be surprised to find how many of them are founded on reason and common sense. The inexorable logic of the reductio ad absurdum surely originated the proscription of the double negative. The convenience of tense forms as well as of pronominal declensions certainly commends itself to common sense. And a desire to express a thought justly

and accurately begets a respect for certain prohibitions which concern themselves with the meanings of words. As briefly as may be let me call your attention to some of these points as given on page 12 of the "Outlines for Township Institute Work for 1888-9":—

First, Harvey distinguishes between "shall" and "will" as follows: a. Shall, in the first person, and will, in the second and third, are usually employed to denote futurity simply. b. Will is used, in the first person, to denote determination; and shall, in the second and third, to denote necessity.

Holbrook makes no such distinction. In a grammar by E. O. Lyte this distinction is made:—

"When no determination is expressed shall is used in the first person, and will in the second and third. When a determination is expressed, will is used, if the determination and the act refer to the same person, and shall if they refer to different persons. Ex. I will go. He will go. (He is resolved or determined to go.) He shall go. (I determine that he is to go.) Shall they go?"

To my mind this is a clearer distinction than Harvey makes. Cobbett says nothing, that I could find, about the use of these words, except as a mere reference to them as auxiliaries.

Second. Sit is always intransitive, and, I think with only one exception, set is transitive. "The sun sets. The moon and stars set." In this connection set is clearly intransitive. I did prepare sentences in all the tenses to illustrate the use of sit and set, but will give only those for the present and present perfect tenses.

PRES. TENSE, IND.

He sits in the chair. She sets the mug down.

PRES. PERF., IND.

I have sat here an hour. They have set down the coffin.

Third. Lie is always intransitive, lay is transitive. In the sense of falsifying lie is regular; when it means to recline it is irregular. I will give only sentences in the present, present perfect, and past indicative.

#### PRESENT IND.

He lies about you. She lies on the bed. She lays the book on the shelf.

PRES. PERF. IND.

They have lied about it. I have lain still a long while. I have laid away my dress.

PAST IND.

They lied about the matter. She lay down to rest. He laid the hoe down.

Fourth. The distinctions in the use of expect, guess, get, and learn, are founded on corresponding differences in their meaning. Whether used in the sense of looking forward to, or awaiting a given event, expect implies futurity of the thing expected. A common mis-use of the word is in the sense of think, believe, suppose. Having made all your arrangements for a journey, you expect to go; but you do not expect you will go, -you think or believe you will go. If questioned concerning the truth of a proposition, you think, believe, or suppose it to be so; you do not, or at least you should not "expect" it is so. Guess, likewise, frequently is substituted for think, believe, or suppose. You may guess about matters when no premises are available from which to reason your way to a conclusion. But if the case is otherwise, you believe, suppose, or think. Seeing a man for the first time I guess his height to be 5 feet 10 in. If some one has told me it, I believe his height to be 5 feet 10 in. While I may think or suppose his height to be 5 feet 10 in., because I mentally compare him with some one else whose height I know. When transitive, get means to obtain or procure, sometimes to Used intransitively, it means to win or to become. should not be used in the sense of go, arrive, reach, convey, or manage. You may get an apple for me, while I get my lesson by heart; and if I study I may get wiser. Though iearn my lesson and become wiser, are better expressions, the foregoing illustrations are correct according to Webster. But, though you may arrive at your destination you must not get there. The burglar should not git when confronted with a seven shooter, however fast he may go. And when you return a borrowed article you must not get it to the owner, though you may take, carry, send, or convey it whenever you please. You must not get to do something which you may very properly contrive or manage to do. It would scarcely seem necessary to illustrate the use of the verb learn. Pupils and scholars learn by studying, while every one learns by experience. Instructors—whether parents, teachers, professors, pastors, or lecturers, teach those under their care. One who discriminates closely in the use of words would say "learn a lesson" rather than "get a lesson," though the latter is not incorrect, because learn is used only to signify acquiring knowledge, while get has several other meanings, and, so far as possible, in expressing thought it is best to use words incapable of a double interpretation.

Fifth. Perhaps no form of the verb is ignored more habitually than the subjunctive. In common colloquy, as well as in more dignified address, or in composition, the indicative is forced to shoulder and carry the burdens that rightfully belong to its subordinate, the subjunctive.

If it be right to dance, it is right to pay the fiddler. If you had paid him he would not dun you for his dues.

In the former of these two sentences doubt, in the latter denial, necessitates the use of the subjunctive. But when something is assumed to be true, the indicative is required. Assuming that it is right to dance, you say, "If it is right to dance it is right to pay the fiddler." And, assuming that he was paid, you say, "If you did pay him he will not dun you," etc.

The length of this paper led me to omit any discussion of the divisions of this topic entitled, "Negligence in preparing written parsing" and "Carelessness in examination papers of pupils," with their subdivisions.

Concerning the teacher's use of incorrect language, something was said in the opening of this paper; but allow me, in conclusion, to notice a few more of our errors. Did my ears deceive me, or did I once, ever so long ago—in short, "when I was young and charming"—hear some one say, "He had went"? Who was it said "The bell has rang"? And was it in a dream that, "He is going to take her and I," smote upon my gram-

matical ear and made it ache? Did some one say, "Her and I is going"? And is it only a faint echo from the very backwoods that whispers, "Them books is mine," and, "Them is my mistakes"? Or, did some one say, "It was me that did it"? (This use of me is sanctioned by at least one grammarian, but the majority are against it.)

Now, fellow teachers, don't all speak at once, and, in emulation of the Father of his Country" cry, "I said it. I can not not tell a lie,—I said it without thinking."

Some teachers may make mistakes in language, but of course we don't, except that, once in a while one of us uses too much of it. The writer sincerely hopes that the length of this paper has not already made you painfully conscious of the truth of the latter assertion.

### THE COMING STATES.

### HENRY A. FORD, A. M.

THE four commonwealths whose admission to the Federal Union was provided for at the late session of Congress are familiarly mentioned as States already in the Union; and teachers anxious to keep on the line of change in the map of the world, especially of the United States, are likely to be misled and to be "too previous," as the expression now goes. The fact is, no one of them is yet admitted, and none will be for several months. South Dakota may become a full fledged State upon the next Fourth of July—a good birthday for a commonwealth already great; the others must wait until October. The people of that part of Dakota Territory which is to constitute the former State have already a constitution in hand, upon which they are to vote on the 14th day of May. If adopted, as it undoubtedly will be, President Harrison will proclaim South Dakota to be a State on and after the Fourth of July. Upon May 14th also, the voters of North Dakota, Montana, and Washington will choose delegates to conventions that are to form constitutions for these coming States. The delegates elect will assemble soon thereafter, and

form the constitutions in time for submission to the people on the first day of October. Upon notice of acceptance of their constitutions at this election, the President will proclaim their admission,—or the admission of all which adopt the constitutions, should any be rejected,—but their stars will not properly go upon the flag of the nation until July 4, 1890.

The accession of four new States will make forty two in the American Union, and of course give forty two stars to the flag. No other has been admitted since the thirty eighth, Colorado, "the Centennial State," because admitted in 1876. The event assumes such importance, and the new formations are in themselves such splendid stars of empire, that I think it well, for the benefit of the many live and progressive teachers within the constituency of the School Journal, to make a few notes from my observations during an extended tour last year, and from the literature of the subject.

NORTH DAKOTA. - Dakota, as now constituted, is an immense Territory, the third subdivision of the Union in size, being surpassed only by Texas and California. It contains 150,032 square miles, nearly 100,000,000 acres. It is thus about four and one-sixth times as large at Indiana, more than four times as large as Ohio, over three times the size of New York, and nearly twice that of Michigan. New England, New York, New Jersey, Maryland, and Delaware, could be laid off upon its surface, with room left for another Massachusetts, two Connecticuts and Delawares, and six Districts of Columbia. It is larger than Italy, Norway, or Great Britain and Ireland. From north to south its boundary is nearly as long as a line from Chicago to Memphis. or New York to Raleigh. (Similar comparative views can be continued with advantage, for our own and foreign lands, and may also be used in impressing the greatness of the other coming States.) This giant Territory is 430 miles in length and 385 in breadth. It is almost altogether prairie, the only mountains being the Black Hills in the southwest, and almost the only timber being found in narrow belts along the water-courses. is excellently watered, the Missouri River alone having a winding course of many hundred miles upon its area. Nearly every sq.

mile of the mighty tract is richly fertile, except in the Hills and limited regions of "bad lands" in the south and the northwest; and the finest wheat, for which the new grade "No. 1 hard" was specially created, is grown here. The population of the Territory is estimated at 650,000, a very ample number for the beginnings of two States.

The line of division between North and South Dakota is prescribed by the act of Congress as the seventh standard parallel, a few miles north of the forty-sixth parallel of north latitude. This leaves slightly the larger area, and considerably the larger population, to South Dakota. In North Dakota, however, is the great trans-continental line, the Northern Pacific Railroad, and many flourishing towns along and near its route, including Fargo and Bismarck, the present capital, and no doubt to be the capital of the new State, which will cover about 72,000 square miles.

II. South of the seventh standard parallel, and comprising the remainder of the Territory, or nearly 79,000 square miles, will be SOUTH DAKOTA. The agricultural characteristics of this are much the same as in North Dakota, but the climate is somewhat warmer. The only metals and minerals found in the Territory are here, in the Black Hills, which abound in gold and silver, etc.,—except coal of a rather poor kind, which runs in a broad belt across the whole western part of the Territory. This is the part of Dakota which was first settled, and it has many hopeful beginnings of large cities, as Yankton, the old capital, Aberdeen, Watertown, Sioux Falls (the largest place in the Territory, though with less than 12,000 people), and others. Huron, eligibly placed in the broad James River Valley, will probably be the capital of South Dakota.

III. Montana.—This is a Spanish word, meaning "mountainous," and is one of four adjectives from the same language which designate subdivisions of the United States. (Which are the others?) It also is a great Territory, covering 143,776 square miles, or almost evenly four times the area of Indiana. It has noble prairies in the east and north, but is mostly mountainous. The mountains, however, are full of precious and non-

precious metals, and for two years the Territory has led all other parts of the country in the output of gold and silver. The greatest silver mine in the world is here, at Granite, and the greatest copper mine (the Anaconda, near Butte City), save one—the Calumet and Hecla, in Northern Michigan. The length of the Territory east and west is over 400 miles, its greatest breadth about 340. Estimated population, 160,000. Helena, the pic turesque old mining camp or "Last Chance Gulch," will of course remain the capital.

- IV. WASHINGTON.—This Territory must also in time become two States, on the natural division of the Cascade Range, which intersects it from north to south. It is not an immensely large tract, however, having but 69,180 square miles, or something less than twice the size of Indiana. Eastern Washington is is mostly prairie; Western Washington largely mountains and forest, the latter furnishing a superb quality of fir timber, in almost exhaustless quantity. Although in the extreme northwest of the Union, climate is tempered by the warm Japan current in North Pacific, and is generally mild. The peak of Mt. Ranier -or Tacoma, in the Cascades, 14,444 feet high, and bearing no dess than eighteen glaciers upon its sides, is probably the most imposing mountain-mass in North America. Population of the Territory, about 200,000. The capital will probably remove from Olympia, on Puget Sound, to Ellensburg, or some other point east of the mountains.
- V. I add a note upon Oklahoma, the coming Territory. This name, meaning "beautiful," already designates a pretty large tract near the center of the Indian Territory. It is proposed to secure the release of the western half of this Territory from the Indians whose reservations now partly occupy it, erect it as a separate Territory, and open it to white settlers. This, with a strip heretofore left without government, between Texas and Kansas, and called "No Man's Land," will make 36,356 square miles, or about 23,500,000 acres, nearly all of them well placed and fertile. It is considered a very desirable country, and for years intending settlers have been trying to enter and secupy it. A bill for the creation of the new Territory failed in

the last Congress, but provision was made for the opening of about 8,000,000 acres here to sale and settlement soon.

I have had occasion, for another purpose, to write up these topics at much greater length, and shall be pleased to answer further questions about them as I can.

DETROIT, MICH., March 2, 1883.

### DEPARTMENT OF PEDAGOGY.

[This Department is conducted by S. S. PARR, Dean De Pauw Normal School.]

### A FALLACIOUS THOROUGHNESS.

OME Fourth of July orators begin the history of our common country at primeval chaos. Actuated by similar promptings, some teachers make every subject include the universe. The excuse for such unbounded liberality is the plea of thoroughness. Thoroughness of this stripe requires the pupil in geography to memorize Goose Creek and Potato Row Post Office. physiology, it demands an enumeration of the pineal gland, the blind spot, and "Purkinje's Figures." In arithmetic it reaches out after such tid-bits as the expectation of life, the Connecticut rule for interest, diamond weight, and conjoined proportion. The complete fruition of this idea would require an enumeration of an infinite series of facts. Infinite memory and infinite reading are its first and second lieutenants. But one does not need to be a seer to apprehend the fact that the real component of this idea is exhaustiveness. It exhausts both pupil and subject. Homer's catalogue of the Greek ships, in the second book of the Iliad, was the first known performance of this kind in profane learning, and the patriarchal genealogy, in the fifth chapter of Genesis, the first in sacred learning. Exhaustiveness was one "Facts!" said that illustrious of Mr. Gradgrind's pet notions. philosopher, "We want facts!" But his hungering and thirsting was doomed to go unfed. So is the ideal of thoroughness we are considering fated to go glimmering unrealized among the clouds! The real thoroughness to be sought is not that measure

less the

precious metals, and for two years the Territy rements, gathered parts of the country in the output of gold alness of thought, a est silver mine in the world is here, ? \_\_\_\_\_ct-matter. idea are traced detercopper mine (the Anaconda, nes Calumet and Hecla, in Northe expended upon it. operating powers all of which Territory east and west is c of any thing. These powers about 340. Estimated p proportions on such relations as are barmonious blending of faculties is which lies at the heart of all real turesque old mining car remain the capital.

IV. WASHING two States, on ' intersects it ' tract, how

GET CLOSE TO THE PROBLEM.

THRING says that brain spinners, who have never so half, might just as well go to had spinners, who have never spinners, who have never and published child, might just as well go to bed and dream and published dreams, as prescribe what should be the spin dreams, as prescribe what should be the spin dreams. is mo number desires, as prescribe what should be taught and how, list their desires of the problems to be for hish their transce of the problems to be solved in teaching a in total ignorance of the problems to be solved in teaching a This reminds us of a mothers' club in an Indiana town, child heard of, who were discussing the use of corporal pun-The speculative mothers—the ladies who had no chilishment. dren of their own—were unanimous and emphatic that no child, of any parent, white or black, bond or free, should at any time, or any place, or under any circumstances, be whipped! They had reached certitude concerning this. But the bona fine mothers, those who had fed, dressed, and cared for three or four animated little human grubs, kept quiet. Some of them went so far as to put in a mental proviso amounting to the constitutional right to occasionally use the rod in extremis. The theories of the first set of kind-hearted females are St. Augustine's golden key which, though shining so richly, does not fit any lock. The knowledge of the others is his wooden key which, though rough

Pretty soon we shall start on our annual campaign of theorizing and speculation. We send the children out to catch butterflies and good health, to get stone-bruises on their soles and tan

and not so well adapted to polite conversation in an evening

assembly, does unlock the facts which confront it.

aces, while we shut ourselves up in a musty schoolss resolutions as to how they shall learn. The reso-'den key. They shine until the perfect day when their doors to begin actual work, and then we .iem away and whittle a rough wooden one on a our forty little trials clamoring for something to do. e could call the children in from sacking birds' nests spoiling their complexions, and set them in our midst, and look into their minds a score of times for every gossamer thread of theory we spin, how much more our speculations would be worth! We would not be understood as decrying the golden key. Fashioning the golden key has undoubtedly helped us to block out the rough wooden one that does whatever little unlocking of our pupils' minds we really accomplish. But if the golden key were fit to the lock at every step of its fashioning, it would not be the useless bauble it is. Some way or other we must send for the children and set them in the midst of our associations and institutes and study their minds and actions. "The true teacher has to fit himself to the mind he is teaching, not the pupil to fit himself to the teacher, when the question is taken from the teacher's point of view."

### TEXT-BOOKS AND METHODS.

The new text-book law will exercise a large influence on methods of instruction. This fact has received very little attention, yet we believe it to be true. A moment's thought will convince any one that all teachers who have not attained both mastery and freedom in their subjects must be in large measure dependent on their text-books for methods of teaching, or for method. In this way the selection of books becomes an indirect selection of methods of instruction. If all teachers had that thorough knowledge of their subjects, and that thorough mastery of the modes of presenting them which characterize the expert teacher, books would take a subordinate place in framing method. But the teachers who stand in these high places of pedagogical skill are, like angels' visits, few and far between. The ranks

are crowded with those whose ability to adapt subjects to minds is not large, and who must follow quite closely the beaten track laid down in the text-book.

There is perhaps no consideration which weighs with stronger force, than this one, on the necessity for text-books of the highest type. Education has need of the latest and freshest ideas of text-book makers. There can be but little doubt that a great deal of progress in method in the past has been due to the dissemination of new modes of teaching, through the medium of fresh and improved thoughts in the making of books. It is to be hoped that this tide of progress will not be entirely stayed by the new mode of selecting school-books.

## THE PROGRESS OF THE HIGH-SCHOOL.

At a recent meeting of the alumni of the Chicago high school, President Angell, of the University of Michigan, delivered the address of the evening. His central thought was that in the beginning of the free public high school, the colleges of the country had viewed them with distrust, and admitted their graduates only after a thorough test. But the reputation of this class of schools has steadily risen in public esteem, until now nearly all colleges have discarded their preparatory schools and depend on high-schools to supply college preparation.

As this is the time of high school commencements, and of annual invoice of stock and progress, it is not out of place to say a word concerning the elements of strength in our high school work. President Angell has pointed out the true open sesame of high-school progress. It lies in the improved quality of the high-school work. In the Report of Harvard University, for 1886, a detailed account is given of the efforts that institution is making to improve the quality of science work in high schools. The officers of that institution point out the same thing that President Angell emphasizes in his Chicago address, viz., that what is needed is not more quantity, but better quality. If the college does not now look down with contempt on the public high school it is because the quality of the work it is doing begins to inspire

respect. It is a fact worthy of note that, while the President of Michigan University admits that the college of the future must look to the free public high school for its freshmen, he also recognizes that this class of schools do not exist to become places of preparatory training for colleges. This is a recognition along the line of President Jordan's talk last winter before the highschool section of the State Association. What the colleges really need is not so much a certain special field of fact, as ability tothink and work, of a certain grade. Our high school friends will do well to observe that there is something more than mereaccident in the agreement of three such vigorous thinkers as Presidents Eliot, Angell, and Jordan. They are indicators of the substantial element of progress in what these schools have already achieved, and point out very plainly the direction progress should take. The one prime necessity is elevation of the quality of thinking in the various subjects of instruction.

## SIZE IN ELEMENTARY GEOGRAPHY.

SIZE is one of the fundamental mathematical attribute in all geographical thinking. The toddler about house and yard must learn distance before he can escape cracking his noggin against the wall, or jarring the head off his shoulders by a mis step. The absolute basis of all judgments of distance is the reach of the hand and the stride of the leg. At first all things that are out of reach are far away to little Bimbo. Afterward only those that are out of reach of a walk or a run are far away. Very slowly does Bimbo learn distances. He must have crossed a city square hundreds of times, before his muscles fix on his mind the distance of one street from another. Gradually the eye learns to measure distance, but this power is acquired from the use of the hand and from walking to measure distance. The measurement of distance by the motions of the hand is the basis for the measure of distance by means of stepping. The measurement of distance by the eveis derived from both of these.

Finally, the conception of distance must be carried beyond sight, hand, and foot. The study of a continent involves size.

Islands, gulfs, rivers, mountains, and plateaus depend on this element. Schools now very generally give lessons in size. How should this be done? We have seen that the foundation lies in the muscular sense of touch by the hand, in the muscular sensations attendant on pacing to an object, or around it, and in the acquired use of the eye in connection with these movements. The conclusion is that the pupil needs exercise in measuring with his hands, in measuring the house, yard, and road by stepping off the distance, and in estimating distance by the eye. When the pupil can hold his hands an inch, six inches, a foot, two feet, and a yard apart, with tolerable accuracy, he is ready to pace off the length and breadth of the school-house, schoolyard, and adjoining squares and fields. These modes of measuring do not hinder the use of exact measures, but rather help them. Drawing to a scale comes later as a necessary conclusion to the work of learning distances. But whatever is done it should rest on an understanding of the fact that all perception of distance rests on the use of hand, foot, and eye.

# THE SCHOOL ROOM.

[This Department is conducted by G. F. Bass, Supervising Prin. Indianapolis schools.]

## STUDY THE READING LESSON.

lesson before attempting to read it orally. On page 213 of Monroe's Fifth Reader may be found a selection, entitled, "A Revolutionary Hero in the Pulpit," which contains many words not found in the vocabulary of the average Fifth Reader pupil; several that have a peculiar use; some geographical allusions; many historical ones; and a few figures of speech. All these must be understood by the pupil before he can get and give the thought of the selection.

While pupils of this grade have learned to help themselves to a considerable extent, it will not be productive of the best results to tell them to study the lesson and be sure that they learn all there is in it. This is too general a way of assigning a lesson. It is very little better than the old slip shod way of saying "next lesson." Many pupils do not know that they do not know. They will say and believe that they have the lesson when they know very little about it. The teacher should give them something definite to do. Of course, it is expected that they will, sometime, be able to take a piece and study it without any suggestion, and get the thought there is in it. This should be the outgrowth of what we wish to suggest.

The selection referred to is an account of the commemoration, on Monday, March 6, 1775, of the "Boston Massacre." Warren was the speaker of the day. Trouble was expected, as the British soldiers intended to intimidate the colonists. We heard a class read (orally) this selection not long ago, each pupil reading an entire paragraph. Judging from their reading we inferred that there were many words and expressions that meant nothing to the pupils who said them. A few questions given the class substantiated the inference.

What must be done? The class must not be blamed, for it is fair to assume that the majority have made a reasonable effort to be prepared. If they have not there is something wrong back of them. Let us try something like the following:—

Place on the blackboard, where they can see during the study hour, questions and suggestions that will require both the use of the dictionary and the careful reading of many sentences, or possibly whole paragraphs. Also questions that may require the use of geographies and histories.

"Over the Neck, and by Charlestown Ferry, country people were coming to town on foot, on horse-back, and in wagons, while here and there a chaise, as it rolled along, showed that the squires and the gentlemen had an interest in the passing events."

In the above sentence, what is meant by "Neck"? What is a Ferry? What is a chaise? How did it show that the squires and gentlemen had an interest in passing events? What were squires and gentlemen?

In the next paragraph an "unfortunate affray in King street" is referred to. What affray is meant? Who was Preston?

Such words and phrases as these might be placed before them. Animosity, conciliatory, imperious, "mounted with canon," "persistent fidelity," "Sanctuary of Freedom," "ominous sight," "precipitating a crisis," "Ciceronian toga," "indomitable spirit."

In the fifth paragraph, what is meant by "the better part of valor is discresion"? Who was Falstaff? It is stated in the next paragraph that the friendship of Adams and Warren was like that of David and Jonathan. Who were David and Jonathan, and what about their friendship?

In the last paragraph but one, is the following:-

"The thunders of Demosthenes rolled at a distance from Philip and his host, and Tully poured the fiercest torrent of invective when Cateline was at a distance, and his dagger no longer to be feared; but Warren's speech was made to oppressors resting on their arms, whose errand it was to overawe, and whose business it was to fight."

Who were Demosthenes and Philip? What is meant by the thunders of Demosthenes? Who were Tully and Catiline? What is invective? What is meant by the phrase "resting on their arms"?

Such as the foregoing, when properly studied, will give the pupil an intelligent comprehension of the selection. He will then have read it in the best sense. He is then ready to read it orally. The hearer will not be compelled to translate it. Every sentence will carry to him the thought the author intended.

Note.—It should be remembered that it is not necessary or even allowable for pupils to try to learn all about the persons, events, etc., alluded to in a reading lesson. They should fearn just enough to enable them to understand the lesson. Should they become interested and learn much more, it is well, but the reading lesson should not be the occasion for them to tell it all.

### SCIENCE.

In teaching scientific subjects, it is necessary to get the pupils to work. They readily drop into a habit of listening. They be-

come receptive. The teacher must, then, be the active factor. This will not wholly reach the end desired in science teaching, although, perhaps, more accurate distinctions and generalizations are made. The pupil has acquired, but not by his own exertion. Hence, the drill,—the training of the mind is wanting.

How would you make them work? Get them intensely interested. Not in what you tell them, but in what they do. This has been done in Geology classes, is being done in Zoology classes, may be done in any class in any science.

The plan as at present carried out in our classes in Zoology is as follows: Being limited as to time, recitations and discussion of forms must prevail. Laboratory work, by classes, can not be attempted. The class of twenty-five members is resolved into a scientific society, composed of specialists. The subject is divided into twenty five natural parts. Each pupil is assigned to one of these parts. One to the general features of Zoologythe distinctions between animal and plant life-classification. Another to the sponges. Another to the corals. Another to the crustaceans. Another to the sharks. Another to the amphib. ians, reptiles, birds, mammals, etc., until each becomes a specialist in a certain line of work. He studies the forms peculiar to his branch. Instead of a few ideas as to nothing in particular, he has much accurate information in a certain line. of books of reference lie upon a table specially set apart for the purpose. Five weeks are consumed by him in special preparation. This work does not interfere with regular classes. At the end of the five weeks, he prepares a paper upon his subject. A week is spent in the class in discussing the papers as they are read in succession. This brings before all, in a short space of five days, the result of the work of the twenty-five pupils. an exhaustive resume of the important features of Zoology. essays, neatly copied upon paper of uniform size, and as fully illustrated with part and full page drawings as time will permit, are bound together. The result is apparent. The pupils are interested. They are doing the work, and the teacher has made himself "useless." Nothing is so conducive to results as work. Earnest, energetic work comes, when an object is placed before

the pupil, and that object is pursued in earnest.

GEORGE W. BENTON,
Indianapolis High School.

### IMPORTANCE OF READING.

IT should be the chief concern of every common school teacher to teach his pupils to read. Reading is by far the most important branch taught in common schools. It is the chief corner stone in the foundation of a good education. There is no doubt that the failure of many students in high schools and colleges to make satisfactory progress in their studies could be traced to their defective instruction and training in reading. taught, reading involves more of development and discipline of the powers than any other single branch of the school curriculum; and it should hold the first and chief place in every grade of the public schools. Even in the high school, it would be greatly to the advantage of a large majority of pupils, if from one-fourth to one third of the time, throughout the course, were spent in the reading and study of good English. This is not hyperbole: it is a deliberate judgment, the result of life long experience and observation.

It is not elocutionary effect for which w: plead, nor voice culture—though each is desirable in its place. The thing most to be desired is the ability to see completely and correctly what was in the mind of the writer, as the eye follows his words on the printed page—the ability to think and feel with the author. It is no mean attainment. It is, of itself, a good education. In this view it is clear that, to make progress in reading, one must advance in intelligence; and the question, how to teach reading well, involves the question of developing, informing, and disciplining the mind. All other studies are, in some measure, auxiliary to reading, inasmuch as they tend to increase the intelligence. Whatever increases the mental grasp of the pupil tends to the improvement of his reading.

There is little danger of laying too much stress upon this matter.—Educational Monthly.

### GENERAL INFORMATION.

### A GREAT INVENTOR GONE.

Every school boy or girl who has read the history of the United States remembers the account of the battle between the Merrimac and the Monitor, or the "Yankee cheese-box on a raft." it was not a Yankee who invented this queer little vessel that defeated the great iron-clad Merrimac. It was Captain John Ericsson, who was born in Sweden, July 31, 1803. He died at New York City, March 8, 1889. He was a very remarkable man. He began his inventive work when only ten years old. He came to this country in 1839. In 1841 he built the ship ofwar Princeton, whose propelling machinery was below waterline and out of reach of shot. He is best known by his building the Monitor at a critical time in our nation's history. The success of this little vessel caused the government to employ him to build a fleet of the same kind. It is said that this fleet made the United States for a time the greatest naval power in the world. He made a great number of inventions that we have not room to even mention. It required a volume of over 600 pages to describe his contributions to the Centennial Exposition.

Mr. Ericsson was a man of regular habits. He invariably rose at 7 o'clock, exercised for an hour, bathed, and breakfas ed at 9 o'clock. After reading his mail and the newspapers, he went to work. He dined at four o'clock, rested an hour or so, and then worked until 11 o'clock, when he stopped short, rested awhile, and retired at 12 o'clock. He never used tobacco or liquors. He was a man of great endurance. He always looked much younger than he really was. The illness that produced his death lasted only one week.

#### HARRISON'S CABINET.

Secretary of State—James G. Blaine, of Maine.
Secretary of the Treasury—William Windom, of Minnesota.
Secretary of War—Redfield Proctor, of Vermont.
Secretary of the Navy—Benjamin F. Tracy, of New York.
Secretary of the Interior—John W. Noble, of Missouri.
Secretary of Agriculture—Jeremiah Rusk, of Wisconsin.
Postmaster General—John Wanamaker, of Pennsylvania.
Attorney General—W. H. H. Miller, of Indiana.

# COUNTRY SCHOOL DEPARTMENT.

[Conducted by W. H. CAULKINS, Supt. Tippecanoe County.]

### DON'T DO IT NEXT YEAR.

AVE you boarded, from three to six miles away from your school this year? If so, don't do it next year. been your practice to do a day's work on your farm in the morning before school? If so, don't do it next year. Did you think more about your intended practice of law, medicine, or some other profession than you did of your school? If so, don't do it next year. Did you complain of the hard work, imposed upon you, and of the tyranny of the school officers? If so, don't do it next year. Did you grumble because you thought the parents did not care as much for their children as they did for their hogs or sheep? If so, don't do it next year. Did you permit the large boys to scuffle with the girls, or pull or twist their arms or hands? If so, don't do it next year. teach all winter without a written program posted where all could see it? If so, don't do it next year. Did you say to the superintendent that he should have visited your school earlier, or later in the term? If so, don't do it next year.

# "POLLY, YOU TALK TOO MUCH."

### BY MACK SAUBA.

- "I don't see why I can not make my pupils understand that subject," said a seventh grade teacher to me one day. I've explained and explained it, over and over!"
  - "That is the trouble, precisely," was the reply.
  - "What do you mean?"
- "You explain too much. What they need is not explanation, but work. Too much talking soon puts them in the condition of young robins;—when you chirp, they settle back and open their mouths to permit you,—and really it is quite kind on their part,—to poke the food which you have gathered down their

helpless throats. You can not make them strong by continually doing their work for them. As well try to train a race horse by hitching him to a post, with a bundle of oats at his nose, where he can watch you cantering around the course, doing his practice for him."

Make thinkers and workers of your pupils, and not meal sacks to receive the grist as you grind it out.

Much talking is not much teaching.

### A LESSON IN AMERICAN PATRIOTISM.

### BY CHARITY DYE.

At Schuylerville, N. Y., about sixteen miles east of Saratoga, you will find the spot where the British under Burgoyne laid down their arms in 1777. Not far from this spot stands the monument erected in 1877, on the one hundredth anniversary of the event. This monument is tall, imposing, and beautifully ornamented. It is hollow inside, and you ascend by means of an iron stairway around the sides. The inner walls are ornamented with bronze reliefs representing scenes in the Revolutionary period. Among these scenes are represented the mother of the time shouldering her gun to protect the home, Lady Schuyler burning her wheat field to keep the British from it, the burial of General Frazier, Arnold receiving his wound in the battle of Saratoga, and many others.

At the second story of the monument are four windows, which also serve as niches for statues. In one of these niches stands the statue of General Schuyler, in another that of Morgan, in a third that of Gates—while the fourth is left vacant to tell the story of treason.

When the visitor to this monument learns the cause of this vacancy, he is much impressed by this tittle lesson in American Patriotism.

To Pupils: Tell the story of the treason to which this account refers. What do you think about this way of keeping it before the people? Whose statue would have been worthy of the place had the man been an American officer?

### TEACHING POLITENESS.

#### BY MACK SAUBA.

- "I have just been giving my children a lesson in politeness," said a young primary teacher one day. "I have been teaching them that the boys should stand back and give the girls the first chance to drink."
- "Very good for the boys," said I, "but what will be the effect upon the girls?"
  - "I don't understand."
- "While you are teaching your boys to be polite, are you not teaching the girls to be selfish?"
- "Oh!" said she, "boys are rude; girls are more polite than boys."
- "Possibly, but men are more polite than women." [An incredulous stare.]
- "To illustrate: The other day my wife and I were walking along Main street, and at one place our way was blockaded by a crowd of women gossiping at a corner, not one of whom made the slightest movement to give us room to pass. We finally managed to work our passage by much twisting and some elbowing, in spite of them, not one gave an inch freely.

Shortly after this we approached a similar blockade of men. In an instant the way was clear, the men drawing themselves close up to the wall and, in some cases, unnecessarily stepping off the walk, giving us room and plenty of it, the men standing in respectful silence until we passed, and as for elbowing our way, not so much as the hem of our garments was brushed by these gentlemen.

And these incidents are not rare, but very common.

- "True," said my listener, "I have seen such exhibitions myself."
- "I have met, on a sidewalk six feet wide, four or five young ladies walking arm-in-arm, and I have heard others tell the same sort of experience, and have been forced off the walk, no difference if the mud or snow were a foot deep, and these young butterflies would flit by totally unconscious of everything except themselves."

Do not let your lessons in politeness be all on one side. Do not instill in the minds of the girls that they are made of better clay than the boys. They will get that notion all too soon. That it is not necessary to be polite to a man seems to be a very prevalent theory,—or perhaps habit—with certain classes of women. You can see one of them any day, and a dozen times a day, take a gentleman's seat in a street-car without a word or a nod of thanks, or you can find her occupying four sittings in a train, with herself and bundles, while men and women are standing and looking for seats, and sometimes she is even rude in her manner, and will give you a glance cold enough to raise goosepimples on an icicle if you ask permission to remove some of her apparatus so that your wife or mother-in-law can sit down.

If you think it your duty to teach that girls should be served before boys, do not let the girls hear it. Girls need lessons in politeness as well as boys.

# PRIMARY DEPARTMENT.

[This Department is conducted by Howard Sandison, Prefessor of Methods in the State Normal School.]

# LANGUAGE LESSON, AND COMMENTS THEREON.

trained in the correct use of language without knowing that he is dealing with language. His mind is engrossed with ideas concerning the thing that is under consideration. The work concerning the object is so conducted as to lead to freedom of expression on the part of the pupil. The expressions that he uses are to be those that indicate his thoughts about the thing, and hence the expression is, to him, incidental, while to the teacher it is prominent. This lesson was taken with the first year grade, during the last month of the year.]

Teacher (holding up a ball). What is this like? (Hands are raised). Rose. Pupil. It is like a sphere.

Tr. Why is it like a sphere? (Hands are raised, and teacher indicates a pupil.) Pu. Because it has curved sides.

Tr. Some one else-tell me. Herbert.

Pu. Because it has curved sides.

Tr. Some one tell me in a different way. (Pupil fails to rise and teacher calls upon another.)

Pu. It is like a sphere because—. (Pupil hesitates.)

Tr. Jessie.

Pu. It is like a sphere because it has a curved surface.

Tr. That is better. Bertha, tell me.

[In not comparing with the cylinder, cone, etc., and thereby deading the pupil to see that the answer, "It is like a sphere because it has a curved surface," is inaccurate, the teacher failed to conform the work to the following educational principles:

- 1. The end of education is the inculcation of the habit of accuracy in making distinctions and in unifying.
- 2. Each point considered is to be so employed as to confer the maximum of training.

By accepting the inaccurate answer the pupil's education was retarded in that, under the psychological principle,—The mind tends to act again as it has acted—his habit of considering the partially accurate as the wholly accurate was strengthened.]

Pu. It is like a sphere because it has a curved surface.

Tr. Tell me something else about it. (Hands are raised.) Robert. Pu. It can roll.

Tr. When you say "it can roll" do you mean it can roll just one way?

[This question is an undue assistance, and hence is not in accord with the principle, The idea being considered must be so dealt with as to confer the highest degree of mental effort. The answer of the pupil, "It will roll all ways," should have been obtained from an examination and comparison of sphere, cylinder, cone, hemisphere, etc., in regard to the attribute rolling.]

Pu. It will roll all ways.

Tr. Instead of saying "all ways", what might you say, Robert? Pu. It will roll every way.

Tr.. Who can think of something that is like a sphere? (Hands are raised.) Rose. Pu. A ball is like a sphere.

Tr. Herbert (pupil fails to rise.) Annie (pupil hesitates.)

Jessie.

Pu. That picture is like a sphere. (Indicating one upon the wall.)

Tr. Why is it like a sphere, Jessie?

Pu. Because it is round.

Tr. That is true, but is it like a sphere?

[The principle of accuracy and of dealing with an idea so as to confer the highest degree of training required here a series of close comparisons and contrasts to indicate the exact force of the term round. Hence the expression, "That is true," is to a degree, a departure from these principles.]

(Pupils raise hands.) Englehardt.

Pu. It is not like a sphere.

Tr. Why is it not like a sphere?

Pu. Because it is not a round thing, it is only a circle.

Tr. (Holding up a ball and indicating a point near the center.) I might cut this ball through here, then would each of the sides be circles?

[By the use of the word "sides" the question is made indefinite. An indefinite question does not recognize the psychological fact that the mind's energy is limited. In case the sphere were cut as indicated there would be four sides, two curved and two flat. The term "parts" would, probably, have indicated more clearly the thought in the mind of the teacher. The answer then would probably have been, "They would be hemispheres." Work should then have been taken to show that they were not exact hemispheres, but that the flat surface of each would be a circle. The closest degree of discrimination that was possible concerning this point was not secured.]

(Pupils raise hands.) Fred.

Pu. No ma'am, they would be ovals.

[The accepting without comment that ovals would be produced, and also that something different would be necessary in order to produce circles, the teacher did not conform to the principle of accuracy.]

Tr. Come and show me what I would have to do to make a circle.

Pu. (Taking the ball and indicating a point very near the center. You would have to cut it here, and then cut a slice off

of this side (indicating the larger side), and that would be a circle.

Tr. That will do. What is this? (Holding up a round piece of paper.) Jessie. Pu. It is a circle.

Tr. And what is this? (Holding up the ball.) Rose.

Pu. It is a sphere.

Tr. Is a circle very much like a sphere, Jessie?

Pu. It is not.

Tr. Who can think of something else that is like a sphere? (Hands are raised, and teacher indicates a pupil.)

Pu. A apple.

Tr. You have not told the whole story.

Pu. A apple is like a sphere.

Tr. There is something wrong about this story. Who can correct it?

[The statements by the teacher, "You have not told the whole story," "There is something wrong about that story" and the question "Who can correct it?" do not sufficiently recognize the thought that the highest training comes to the pupil when he is questioned so as to call forth most self-activity. The pupil who made the statement, and the other members of the class should have been questioned upon it so as to have them independently indicate:—

- 1. That it was defective.
- 2. How it was defective.
- 3. The proper form.]

(Hands are raised, and teacher calls upon a pupil.)

Pu. An apple is like a sphere.

Tr. (Calling upon the one who made the mistake.) Now tell the story again.

[The act of calling upon the one who made the mistake to repeat the correct form was in conformity to the principles of self-activity and the tendency of the mind to act as it has acted.]

Pu. An apple is like a sphere.

Tr. There is something else like a sphere. Jessie, tell us.

Pu. A peach is like a sphere.

Tr. Is a peach just like a sphere?

[This question is an undue assistance, in view of the principle that each point is to be so dealt with as to require on the part of

the pupils the maximum of self-activity. The teacher should have inquired of the other pupil his thought of the answer without hinting that the given answer was inaccurate.]

(Teacher indicates another pupil.) Pu. It is not.

[The principle of dealing with each point so as to call forth the maximum activity of the class required here the setting forth by the pupil the points of difference.]

Tr. Who knows something that the peach is like? What have we talked about that the peach is more like?

[The principle of teaching that two or more questions should not be asked in immediate succession, in order to obtain one answer, is, in these questions, not observed. If the first question is appropriate the second is not needed, and it can not be determined that the first is not appropriate until it has been answered, unless it is obviously beyond the capacity of the class, in which case it should not have been put at all. The habit of asking two or more questions in immediate succession concerning a given point in order to obtain a single answer is objectionable on four grounds:—

- 1. It is lack of economy in time.
- 2. It leads to much talk on the part of the teacher and the minimum of expression on the part of the pupil.
- 3. It violates the principle of self-activity, for a close scrutiny of successive questions of the kind under consideration will indicate that they are usually graded so as to render less and less difficult to the pupil, the sought for answer.
- 4. It tends to inculcate in the pupils the habit of attending but slightly to many of the teacher's questions. Knowing from observation that the point will be put in a less difficult form in the last question, he attends but little to the first two or three.]

Robert.

Pu. It is more like——. (I did not hear the answer.—Reporter.)

Tr. One day I was taking a walk, and as I walked along I looked up and I saw a sphere, and what do you suppose it was?

[This statement and the accompanying question may have been intended to supply data from which the children were to be led to infer what the sphere was. If such was the case the work was not in harmony with educational principles. The only data given at this time from which the children were to judge were two facts:—

- 1. The teacher was out of doors.
- 2. The sphere was above the height of a person.

On the basis of these facts the children were asked to decide what the sphere was. If the intention was to have the children decide what the sphere was, the data were so inadequate that the work would inculcate the habit of judging from insufficient data, and hence is in opposition to the principle that the aim of all school work is to establish the habit of accuracy. It will be observed that in the progress of the lesson other data are furnished:—

- 3. That the teacher was not at the time in the city in which the children lived.
  - 4. That the walk was taken very far from that city.
  - 5. That it was in a warm region.
- 6. That there were trees around, on which were at first flowers, and then a kind of fruit, and on one of these trees was the sphere.
  - 7. That it was a bird's nest.
  - 8. That it was a given size.

If the intention was to have the pupil infer the sphere, this data, substantially, should have been given at first.

The purpose may have been, however, to have the pupils bring to mind all, fruits, objects, etc., that are spherical.

If such were the case the form in which the data were gradually given added something of a touch of interest that would have existed to a less degree had they been asked directly to name all the spherical objects, fruits, etc., that he could think of. The mode of presenting the data would, however, hardly be justifiable, even were such the purpose.]

(Hands are raised.) Margaret.

Pu. I think it was the world.

Tr. No, for I was walking on the surface of the world.

[The data first given were sufficient to enable the pupils to decide the inaccuracy of the answer. Therefore, in the treatment of the answer, the principle that an idea is to be dealt with

in the way that will increase most the pupil's independent, accurate thinking, was not sufficiently regarded.

Robert, what do you think it was?

Pu. I think it was a sycamore ball.

Tr. What are they like? Pu. They are like a sphere.

Tr. Well, what have they that this ball has not? (Hands are raised.) Anna. Pu. A stem.

Tr. Tell me that again, please, Anna.

Pu. The sycamore ball has a stem.

Tr. No, it was not a sycamore ball. What do you think it was? Pu. It might have been a nut.

Tr. What kind of a nut is like a ball? Pu. A walnut.

Tr. Tell the whole story, please.

Pu. A walnut is like a ball.

Tr. No, it is not just like a sphere. What has it that the ball has not? Rose.

[The principle that each point in a lesson is to be treated in the way that will call forth the maximum of self-activity on the part of the pupils, required in this case that the point of difference between the walnut and the sphere should be reached by the children themselves through comparison and contrast, and not through the statement of the teacher ]

Pu. It has one end that comes to a point.

Tr. That is right. But it was not a walnut. What do you think it was, Herbert? Pu. It was a cherry.

Tr. How many think a cherry is like a ball? (Hands are raised.) So it is, but it was not a cherry. Bertha, what do you think it was? Pu. I think it was a hazel-nut.

Tr. Bertha, have you seen hazel-nuts growing?

Pu. No, ma'am.

Tr. Who has seen hazel-nuts growing? They grow on what, Robert? Pu. They grow on trees and bushes.

[The principle of maximum activity and of accuracy required in this case that, through questioning, the pupil should have been led to decide from his own experience that the hazel-nut does not grow on trees, and to thereby, in the process discriminate more carefully between the bush and the tree than he previously had.]

Tr. On bushes, not on trees. Then, Robert, if I was walking along could I look up and see them growing?

[The principle of not telling the child that which he has the data for deciding for himself is a prohibition of this question, and the succeeding statement by the teacher.]

Pu. No, ma'am.

Tr. Then it was not a hazel-nut. What do you think it was? (Indicating a pupil.) Pu. I think it was an acorn.

Tr. Now think a moment how it looks, Jessie.

Pu. I think it has little hairs all over it.

Tr. You are thinking of the little cup it grows in. Robert.

[This statement and the succeeding one by the teacher, convey assistance not required, and are in consequence not in harmony with the thought that the highest development of the pupil arises from systematic self-effort.]

Pu. An acorn is kind of an oval, but it has a point on one end.

[The principle that one of the main aims of school work is to establish in the pupil the habit of accuracy was disregarded in not bringing to a careful test the pupil's statement in regard to the shape of the acorn.]

Tr. Then it could not have been an acorn. What do you think it was? (Indicating another pupil.)

[To be concluded next month.]

# EDITORIAL.'

GLAD TO KNOW IT.—A teacher writes the editor of the Journal to thank him for his indulgence and says: "You shall not lose a scent by your kindness."

THE STATE ORATORICAL CONTEST resulted in another victory for De Pauw. These repeated victories are doubtless due to the thorough teaching and valuable suggestions of Prof. Carhart.

THE PROGRAMS for high-school commencement exercises are coming in rapidly and indicate growth in the graduating classes. Many of these programs are works of beauty. The Journal would be glad, if its space permitted, to make individual mention of all these programs and exercises.

FEBRUARY JOURNALS WANTED.—Any one returning to this office the February No. of the Journal will have the time of his subscription extended one month. Please wrap well so that it will reach this office in good condition. Send promptly, before you forget it.

THE NORTHERN AND SOUTHERN ASSOCIATIONS have both been held (see reports on another page), and they were both well attended. For the first time in their history the Northern Association enrolled the most members. Both meetings were pleasant and profitable.

THE NATIONAL TEACHERS' ASSOCIATION, to be held at Nashville, Tenn., bids fair to be another large gathering. Every possible preparation is being made to give teachers a right royal welcome. The proximity of Nashville to mountain summer resorts is an additional inducement. Railroads have granted a single fare round-trip ticket. Indiana should send a large delegation.

LEGAL HOLIDAYS.—Sunday, New Years, Christmas, Fourth of July, February 22d, Thanksgiving, May 30, any day set apart for a general national or state election, are legal holidays by act of the recent legislature. All notes and negotiable or commercial paper maturing on any of these days become payable on the previous day; and if such legal holiday comes on Monday such notes shall be payable on the preceding Saturday. These legal holidays should be generally observed in the schools.

"You Fellows."—At the recent Inter-Collegiate State Oratorical Contest, a "college man"—one of the managers—approached two of the judges, the Rev. O. C. McCulloch and the Hon. William Wallace, and said: "Have you fellows got envelopes?" (The judges were required to place their decisions in envelopes and seal them.) The young man who addressed these elderly gentlemen—strange to him—as "you fellows," does not need lessons in elocution, nearly so much as he needs lessons in common politeness.

The New School Law, printed last month, granting exemption from license in certain cases, seems to be in trouble. The engrossed bill in the Senate is as printed in the Journal. The author claims that it was amended in the House by substituting two years wherever three years occurs, but there is no record that the Senate ever concurred in such amendment. The enrolling clerk, in enrolling the bill, uses two years in the first part of the bill and three years in the last part, so that it is nonsense as it stands, and the Supreme Court has decided that there is no going behind the enrollment. The Attorney-General has been asked to construe the law.

CARELESSNESS.—Scarcely a day passes in which the Editor of the Journal is not caused time and trouble by the carelessness of correspondents. One person will send in a new subscriber and not give his

address; another will ask to have his Journal sent to "this place" and not name the old address; another asks to be changed from the non-paid to the paid list and does not give his name; another sends pay for an old subscription and does not name the agent with whom he subscribed; another sends a postal order to pay for his Journal and leaves the editor to guess both name and address. Such mistakes are frequent. In to-day's mail were two letters without address and one without the name of the writer.

New School Laws.—Under the new text-book law, 30 days after the Governor proclaims it in effect, each county superintendent must give an additional official bond of \$100 for each 1000 inhabitants in his county,—this to insure the faithful discharge of the additional duties imposed upon him by this law.

In April, 1890, all township officers shall be elected for a term of four years, and no one can be elected for more than four years in any eight years. The township trustees will not take their office till in August following election, to enable them to close up their school work for the year. Under this law a trustee now serving his first term can be re-elected.

### CONNECTICUT COUNTRY SCHOOLS AT A DISCOUNT.

The Connecticut State Board of Education has been examining some country schools and are astonished at the results. The following from the *Indianapolis Journal* gives a good idea of the report:

"Investigation has been confined mainly to New London county, in which the cities of Norwich and New London are situated. Outside of these towns every child was examined, the teaching capacity of the teachers observed, and data relating to the progress of the children gained from other sources. It was found that in these townships no less than two-fifths of the children above ten years of age were unable to write, none of them having been at school for less than three years, and many of them for seven or eight years. In one school, in a wealthy neighborhood, it is stated that "out of thirty-five children, twentytwo could not write enough even to make an attempt at examination." In another school in the same vicinity were six scholars over ten years old, and of these "one girl, aged thirteen, and a boy aged fourteen, were able to write, though poorly. Four others, aged respectively ten, eleven, twelve, and thirteen, could not make a single letter." In spelling there were 1,827 pupils examined, and of these "787 misspelled which,' 600 misspelled 'whose,' and 403 could not spell the name of the town in which they lived." In arithmetic the same astonishing deficiencies were shown. In one school where there were thirteen scholars, seven of whom had been under instruction for from three to six years, only one could add correctly six simple numbers whose sum

was 1,702—yet some of these youngsters were studying interest. The teachers of these schools, as might be supposed, are themselves amazingly ignorant and wholly unfit to hold their positions. The explanation given for this almost incredible state of things is that, by the policy of the country school committees, teachers' salaries are kept too low to tempt well-qualified instructors, and that the best teachers go elsewhere. Many teachers receive but \$20 a month, and hundreds are on the list at \$25. Appointments are made without preliminary examinations or tests, and girls of sixteen are often given places from mere favoritism.

The disclosure has created quite a sensation in Connecticut, and a thorough overhauling and reform of the public school methods will undoubtedly follow."

This is the strongest argument ever made in favor of county superintendency. It is a fact well known to all educators, that the country schools in those states having county supervision are much superior to the schools in the states having no supervision.

### THE NEW SCHOOL-BOOK LAW.

The law, as printed last month in the Journal, was from a copy of the engrossed bill as it passed, but it has since been discovered that the clerk in "enrolling" the bill added an emergency clause. It seems that this is but one of several cases in which the enrolling clerk has proved himself more powerful than the entire legislature, by either adding to, omitting from, or changing the "engrossed" act of the legislature, and thus modifying or destroying the law.

The "emergency clause", of course, makes of no effect some of the Journal's editorial comment of last month. The State Board have already had a meeting, and bids for the supply of books have been asked for, and the Board will meet again May 28 to open the bids.

The Board is a unit in the opinion that the law in all its provisions shall be carried out faithfully. If acceptable books are offered it is possible that the law can be put in operation at the opening of the next school year. Whether there will be bids or not can not at this time be determined.

The members of the Board were not agreed as to the proper course to be pursued in case the books can be secured but not in time for the opening of the next school year. Some favored postponement till the opening of another year, while others favored putting the new books in at the earliest date possible, without reference to the beginning of school years.

The Journal ventures to suggest that if the interests of the people are to be regarded as controlling a "gradual introduction" is the

method. This would allow the children to use the books already in hand until they have finished them, and not require them to buy new books until they would otherwise have to buy. This plan would save to the people a great many thousand dollars.

The following, taken from the minutes of the Board, will be of in-

terest:-

Voted, That it is the sense of this board that electrotypes or plates of books, whether published or unpublished, do not come under the head of "manuscripts" as contemplated in section 2.

That it is also the sense of the board that this board has no authority to arrange for the purchase of plates or electrotypes of any work, whether the same be previously published or not.

That it is the further sense of this board that the number of text-books contemplated by this act should be construed literally, as follows: I spelling-book; 2 arithmetics; 5 reading-books; 2 geographies; 2 English grammars; I physiology; and I history of the U.S.

That it is the sense of this board that the series of copy-books provided for by this act be construed to mean a series of 6 books.

Ordered, That the date of the opening of the bids contemplated by this act in question be at 10 A. M. on May 28, 1889.

Resolved, That the amount of bond required to be furnished by any contractor who may agree to furnish all of the books required by this act, be fixed at two hundred fifty thousand (\$250,000) dollars; and that the amount of the bond furnished by any contractor for the supplying of one or more books, but not the full number required by this act, shall be so proportioned (in ratio to the aggregate value of such books that will probably be needed in the state) as to make the aggregate of such bonds not less than three hundred thousand (\$300,000) dollars. That all bonds accepted shall be penal bonds, and shall be conditioned that the whole bond be forfeited and become due in case of failure of said contractor as to any part or provision of said contracts, and that freehold surety of residents of Indiana be required.

The President and Secretary were authorized to employ the necessary clerk-hire.

Several doubtful questions were referred to the Attorney-General for construction. Adjourned to meet May 28, 1889.

COUNTY SUPERINTENDENTS.—The first of June next terminates the term of all Co. Supts. The Journal wishes to repeat what it has often said, viz.; that the present incumbents should, other things being equal, be re-elected. If a good man is in the place he should be kept there regardless of church or politics. Fitness to do the work should be the sole test. Trustees should rise above partisan and personal considerations and for once act solely in the highest interest of the children. The late legislature extended the term of trustees to four years—it should have done the same for county superintendents.

# QUESTIONS AND ANSWERS.

## STATE BOARD QUESTIONS USED IN MARCH.

|These questions are based on the Reading Circle work of 1887 8 ]

WRITING AND SPELLING.—The penmanship shown in the manuscripts of the entire examination will be graded on a scale of 100, with reference to *legibility* (50), regularity of form (30), and neatness (20). The handwriting of each applicant will be considered in itself, rather than with reference to standard models.

The orthography of the entire examination will be graded on a scale of 100, and 1 will be deducted for each word incorrectly written.

ARITHMETIC.—I. Explain, as you would to a class, the inversion of the divisor in division of fractions.

- 2. What change would you make in your watch in going from London, Eng., to San Francisco, which is in longitude 122° 26' 15" W?
- 3. If 12 candles, of which 8 weigh a pound, serve four winter evenings, from five to eleven, how many candles, of which 6 weigh a pound, will serve three spring evenings, from seven to eleven? (Solve by proportion.)
- 4. If  $\frac{4}{5}$  of the purchase price equals twice the selling price, what is the loss per cent.?
- 5. What is the difference between true discount and bank discount?
- 6. How long is the longest line that can be stretched in a room 16 feet long, 12 feet wide, and 10 feet high?
- 7. How many building lots, each 40 feet wide and 99 feet long, can be made out of 21/2 acres of ground?
- 8. In compound interest, upon what is the interest for months and days computed?
- 9. Bought 75 shares stock (\$50) at 8% discount, gave in payment a bill of exchange on New Orleans for \$3,000 at \$% premium, and the balance in cash; how much cash did I pay?
  - Io. Into how many lots of 3.75 ars may 8 hektars 40 ars be divided?

    (Any seven.)

GEOGRAPHY.—I. In what sense are zones natural divisions of the earth's surface? In what sense are they arbitrary?

- 2. Locate Paris, Brussels, Rome, Odessa, Liverpool, and name one thing for which each is especially noted.
- 3. Locate the Panama Canal and give a history of its progress. What do you think of its commercial significance?
- 4. Compare and contrast the basin of the Amazon with that of the Mississippi, in respect to direction, climate, vegetation, minerals, and cities.
- 5. Indicate the chief regions of the United States in which lead is found, iron, copper, zinc.

- 6. Account for the growth of a large city on Manhattan Island.
- 7. Give the dates at which the sun is vertical at the equator and at each tropic.
- 8. Draw a sketch of the Atlantic coast, and locate the important cities.
- 9. Discuss the Russian Empire with reference to extent, climate, products, and government.
- 10. Indicate the three regions of the world most likely to compete successfully with the United States in the raising of wheat, and give reason for your belief.

PHYSIOLOGY.—Present an outline of the nervous system, as you would teach the subject to an ordinary class in the public schools, under these headings:—

- 1. Its general structure and parts.
- 2. Its functions in the organism.
- 3. Its hygiene.

GRAMMAR.—I. Write ten lines on the subject "Christmas."

- 2. Punctuate the following: When the Breton sailor puts to sea his prayer is keep me my God for my boat is so small and thy ocean is so wide.
- 3. O grant an honest fame, or grant me none! Parse the words in italics.
  - 4. Analyze the foregoing sentence.
  - 5. Correct, if wrong, giving reasons for your corrections:
    - (a) She wants us girls to help arrange the flowers.
    - (b) A little difficulty arose between him and me.
    - (6) Was it you or him that done the work?
    - (d) Everyone should do their work as well as they can.
    - (e) Him who kills a single man, his neighbors all abhor.
  - 6. Write the plural of index, axis, church, father-in-law, spoonful, fife, turkey, cargo, solo, staff, this, that.
  - 7. Fill the blanks with pronouns:
    - (a) Who whispered? It was and —.
    - (b) Who knocked? —— girls.
    - (c) will they elect?
    - (d) The trouble is between and —.
    - (e) She wants and to help her.
- U. S. HISTORY.—Discuss within reasonable limits, and as pointedly as you can, any three of the following:
  - 1. The domestic life, disposition and religion of the Indians.
- 2. The vocations, habits and customs in vogue during Washington's administration.
- 3. The political, social, economical, and moral objections to slavery.

- 4. The influence of the following statesmen on Congressional legislation: William H. Seward, Daniel Webster, Charles Sumner, John C. Calhoun.
  - 5. Character of Lincoln.

SCIENCE OF EDUCATION.—1. In what did the Persians especially train their youth?

- 2. Define attention as a power of the mind. What can be done by the teacher to assist and to lead the pupil to form the habit of attention?
- 3. When the pupil is studying the form, position, size, river systems, mountain systems, productions, etc., of a grand division of the earth's surface, what faculty or faculties of the mind are chiefly exercised!
- 4. What means can the teacher employ to promote regularity and promptness in attending the school?
- 5. How can the township institute be made most beneficial to the teacher?
- 6. What is the difference between a physical feeling and a mental feeling? Give an example of each.

READING.—"Thou, too, sail on, O Ship of State! Sail on, O Union, strong and great! Humanity with all its fears, With all the hopes of future years, Is hanging breathless on thy fate! We know what Master laid thy keel, What workman wrought thy ribs of steel, Who made each mast, and sail, and rope, What anvils rang, what hammers beat, In what a forge and what a heat Were shaped the anchors of thy hope! Fear not each sudden sound and shock. 'Tis of the wave and not the rock; 'Tis but the flapping of the sail, And not a rent made by the gale! In spite of rock and tempest's roar, In spite of false lights on the shore, Sail on, nor fear to breast the sea! Our hearts, our hopes, are all with thee, Our hearts, our hopes, our prayers, our tears. Our faith triumphant o'er our fears, Are all with thee-are all with thee! "

Write five questions on the above suitable to be given to pupils to bring out the thought.

The candidate will read a selection and will be marked thereon on a scale of

### ANSWERS TO PRECEDING QUESTIONS.

HISTORY.—1. The Indians lived a wandering, unsettled life. When occasion demanded, they lived in rude huts. The men were engaged in war or hunting. The women were compelled to do the drudgery about their camps, and often carried the baggage on their marches. Hospitality to strangers was considered a great virtue. Marriage customs were respected. Both sexes showed great affection for the children. They were unsocial, gloomy, treacherous, and often revengeful in disposition. Their religion was very primitive. They worshipped one God. They often spoke of Him with reverence. No temples or idol worship existed among the American Indians. They regarded certain natural objects as symbols of the Manitou, or Great Spirit.

- 2. More people were engaged in clearing the forests and in tilling the soil than in other occupations. Their habits were quite plain and simple. Their costumes were made from native products, woven on hand-looms. Aristocracy only existed among the rich planters and some of the government officials. Commerce and manufacturing were in their infancy.
- 4. William H. Seward and Charles Sumner were noted Abolition leaders. The speeches of these two great Anti-slavery leaders had much to do with all legislation in opposition to slavery. Webster led in the advocacy of a protective tariff. He also believed in a strong centralized government. The latter part of his career was clouded by his surrender to the slave power. His conduct on the slavery question is severely criticised by Mr. Whittier in the poem "Ichabod." John C. Calhoun was the great exponent of Southern States' Rights. Mr. Calhoun was the champion of every question tending to advance the slave power.

ARITHMETIC.—I. Let us suppose that 2 is the dividend and  $\frac{3}{4}$  is the divisor. We shall first find how often  $\frac{3}{4}$  is contained in 1, thus:  $\frac{1}{4}$  is contained in 1 four times, and as  $\frac{3}{4}$  is three times as large as  $\frac{1}{4}$  it will be contained only  $\frac{1}{3}$  as many times, that is  $\frac{1}{2}$  of 4 or  $\frac{1}{3}$  times. Hence  $1 + \frac{3}{4} = \frac{1}{2}$ , which is the divisor inverted. So we see that by inverting the divisor we find how many times it is contained in 1. Then If 1 contains  $\frac{3}{4}$  times, 2 will contain it twice as many times, that is,  $2 \times \frac{1}{3}$  or  $\frac{3}{3}$  times, and we have  $2 + \frac{3}{4} = 2 \times \frac{1}{3} = \frac{3}{3} = 2\frac{3}{4}$ .

- 2. 122°-26'-15" is equivalent to 8 hr. 9 min. 45 sec. of time. As San Francisco is west of London, the watch should be turned back. This will give local time.
  - 3. Arranging the terms in proportion-

4 evenings : 3 evenings 6 hr. : 4 hr. : 12 candles : 4½ candles.

4. The selling price is  $\frac{2}{5}$ , or 40% of the cost price; hence the loss is 60%.

- 5. True discount is the interest of the present worth, for the given time and rate; bank discount is the interest on the face or debt, at the given rate, for three days more than the given time.
- 6. A line drawn from a lower corner to an opposite upper corner. Its length is  $\sqrt{16^2 + 12^2 + 10^2} = 10 \sqrt{5} = 22 36068$  feet.
  - 7. An acre contains 10 sq. chains; then  $\frac{66 \times 66 \times 10^{\circ} \times 5}{40 \times 96 \times 2} = 27\frac{1}{2}$  lots.
  - 8. Upon the amount for the last year or interval.
  - 9. 75 shares @ \$50 = \$3750
    - 8 % discount = \$ 300

Value of stock = \$3450

Face of bill on N.O.=\$3000

Premium @  $\frac{1}{5}$  % = \$ 24

Value of bill, \$3024

Difference paid in cash = \$ 426

10. 840 + 3.75 = 224 lots.

GEOGRAPHY.—I. (a) The zones are separated from each other by the tropics and the polar circles. The location of these circles is determined by the inclination of the earth's axis, and in this sense the zones are natural divisions. (b) But the climate of the different zones is so influenced by local causes—such as prevailing winds, extent of land and water areas, trend of mountain chains, etc.,—and fades so gradually from one to the other, that these boundaries are practically arbitrary.

The Panama Canal as projected by M. De Lesseps, was to cross the Isthmus of Panama, from Panama on the Pacific coast to Colon on the Atlantic. A proposal to canal the isthmus was made as early as 1520. In 1878 the Colombian government granted to the Civil International Interoceanic Canal Society the exclusive privilege of constructing a canal between the two oceans through the Colombian territory. In 1870 M. De Lesseps took the matter up, the first meeting of his company taking place in 1881. The capital necessary for the company of the Interoceanic Canal of Panama was stated at 600,000,000 francs; cost of excavation 430,000,000 francs; weirs, trenches, etc., 46,000,000; dock and side gates on the Pacific side, 36,000,000 francs. Operations were begun by Couvreux & Herseut, contractors, in October, 1881. The length of the canal was to be 54 miles; its depth 28 feet below the mean level of the ocean; width at bottom 72 feet, at top 160 feet. For a considerable distance through a mountain the excavation was to be 300 to 350 feet deep. Total excavation to be made, 3,531,000,000 cu. feet. On Jan. 31, 1884, about one-thirtieth of that amount was done. After spending vast sums, the company recently failed, and the work was abandoned. The commercial value of this canal if ever completed would be incalculable, as it would greatly shorten the route from Europe and the United States to the East Indies, China, Japan, and California.

- 4. The basin of the Amazon extends east and west; that of the Mississippi, north and south. The climate of the former is tropical, lying almost wholly in the torrid zone; that of the latter varies from sub-tropical in the south to cold-temperate in the north. The vegetation of the former is the most luxuriant and abundant in the world; that of the latter is not so profuse, but varied and abundant. The basin of the Mississippi is richer in useful minerals, such as coal, iron, lead, etc., than that of the Amazon; it is also more densely populated and contains larger and more numerous cities than that of the Amazon.
- 5. Lead is found most abundantly along the Mississipi in Missouri and Illinois, and in Southern Michigan. Iron, in Missouri, Pennsylvania and Virginia; Copper, in Northern Michigan; Zinc, in Illinois, Missouri and Pennsylvania.
- 6. It was one of the first settlements made in America; it is situated on a commodious harbor, where the largest ships may enter; it is at the mouth of a noble river, giving it communication with the interior, and it is one of the ports nearest to Europe.
- 9. The Russian Empire extends from Germany and Austria in Europe to Behring's Strait and the Pacific Ocean; from the Black Sea to the Arctic Ocean. It occupies the eastern part of Europe and all of Northern Asia. In such a vast area of territory the climate must be varied. It is warm in the South and extremely cold in the North. Its products are wheat, lumber, furs, the precious metals, fossil ivory, iron and coal. Its government is an absolute monarchy. The Czar is supreme in church as well as in state. The upper classes are wealthy and educated, but the masses are ignorant and very poor.
- 10. Russia, India, and South America, owing to extent and fertility of land suited to wheat raising, and to the low wages paid to labor.
- GRAMMAR.—2. When the Briton sailor puts to sea, his prayer is, 4' Keep me, my God, for my boat is so small and thy ocean is so wide."
- 3. Grant is a regular transitive verb, active, imperative, present, second singular, its subject you or thou understood.

Me is a personal pronoun, first person, singular, objective case after the preposition to understood.

None is a pronominal adjective used to represent the noun fame. It is used as a noun in the objective case, the direct object of grant.

- 7. (a) It was he and I.
  - (b) We girls.
  - (c) Whom will they elect?
  - (d) The trouble is between him and me.
  - (e) She wants you and me to help her.

READING.—I. What is meant by the Union, referred to in the second line?

- 2. Explain why the word Master is capitalized.
- 3. To what is the Union likened in this selection?
- 4. Explain the meaning of the line,-
  - "'Tis of the wave and not the rock."
- 5. Explain the "false lights on the shore."

Science of Education.—1. Wisdom, justice, temperance, and courage.

- 2. Attention is the power of directing the mind to one object of thought to the exclusion of all others. The power of attention is cultivated by exercise. The thoughtful teacher will find many ways of securing the attention of his pupils; such as requiring them to write a description of familiar objects; writing sentences dictated by the teacher; giving mental solutions of problems, etc. Pupils must be interested, in order to secure their attention, and as far as possible their work should be made interesting to them. Also the habit of attention in the teacher goes very far toward securing the same habit in the pupils.
  - 3. Memory, imagination, judgment, and reasoning.
- 4. Make the work attractive and pleasant to them; let them feel that to be absent is to lose something valuable; let the parents understand that continued absence or tardiness endangers their standing in class; place one of the most interesting recitations first on the program; do not be cross or crabbed, or continually scolding; keep a record of each pupil's absence or tardiness, and send it to the parent.
- 5. The institute should be more of the nature of a mutual aid society. The difficulties of each teacher should be presented, thoroughly discussed, and remedies suggested. The strong and experienced should aid the weak and inexperienced. Methods of teaching the difficult subjects should be given and discussed. The work of the Reading Circle should be given attention. Not many papers on difficult, abstruse and far-away subjects should be read; and finally teachers should be paid for attendance.
- 6. A physical feeling is an impression or affection of the mind by means of any of the five senses, as pain, etc. A mental feeling may be described as one of the sensibilities—an emotion, affection, or desire—not a physical sensation; as, for instance, sorrow, joy, cheerfulness, etc.

# DEPARTMENT OF QUERIES AND ANSWERS.

{ This Department is conducted by J. C. GREGG, Superintendent of the Brazil Schools.

Direct matter for this department to him.]

QUERIES.

187. Solve No. 4, page 316, Ray's New Higher Arith.

- 188. Name all the States of the Union that produce tin and zinc.
  W. A. WETTER.
- 189. Which of the South American States do not border upon Brazil?

  J. S. George.
- 190. "Cease to do evil, and learn to do well." What part of speech is "well"? W. S. WALKER.
- 191. What is the origin of the proper noun Reynard, or Renard, as applied to foxes?

  1d.
- 192. What was the "Potter Resolution"? What was the "Morton Amendment"?

  A. B. ZOOK.
  - 193.  $x^2 + y \sqrt{x} y = 9$ .  $y^2 + x \sqrt{x} y = 18$ .

SCHUYLER.

#### ANSWERS.

- 171. Brokerage on stocks and bonds is uniformly estimated on the face; on notes or debts it may be estimated on the amount received.
  - 172. The answer is correct.

G. G. Evans.

- 173. "A heroic deed" is correct, because the has a consonant sound.

  JAS. F. HOOD.
- 174. A set of resolutions were drawn up by Jefferson and adopted by the Kentucky Legislature in 1798. In the same year a similar series was drawn up by Madison and adopted by the Legislature of Virginia. They in substance pronounced the Alien and Sedition Laws unconstitutional, and attempted to define the rights of States. They declared that the Constitution was a compact by which the States had surrendered only a limited portion of their powers; that the States as such had rights, in behalf of which it was their duty to interpose whenever the Federal Government transcended its delegated authority and trampled upon them. Other States were urged to adopt similar resolutions, but paid little attention to the matter.

  A. B. ZOOK.
- 175. The Five Nations—Mohawks, Oneidas, Onondagas, Cayugas, and Senecas—were joined by the Tuscaroras of the South in 1714, and was afterwards known as the "Six Nations. Emerson Clayton.
  - 176. Serum—Huxley and Youmans. CORA LONG.
    Hydro-cardia. ROSE C. GROSSGLOSS.
  - 177. Hamilton county, Ohio, not far from Cincinnati.

LIZZIE A. WILSON.

- 178. No answers received.
- 179. In 1850 there was a division of the Whig party which was much opposed to W. H. Seward, and favored President Filmore and his measures. This division was called the Silver Greys.

JAS. F. HOOD.

#### CREDITS.

Emerson Clayton, 175; James F. Hood, 171-2-3-4-5-6-7-9; B. L. McVicker, 175; B. W. Ayres, 163-9, and 170; A. B. Zook, 174-5-9; Cora Long, 172-5-6; Harry Evans, 174-9; W. T. Longwith, 171-2-3-4; Lizzie A. Wilson, 162-4-9, and 177; Chas. E. Mains, 171-2-5-7; Rose C. Grossgloss, 163-4-9, and 175-6-7; Lizzie Johantgen, 164, 173; L. M. C., 158; A. M. Scripture, 168; G. G. Evans, 172-3-9, and 181; J. F. Nechter, 175.

# MISCELLANY.

THE MONROE CO. NORMAL will open July 8, conducted by Co. Supt. Cravens, J. E. Wiley, and J. A. Mitchell.

Argos.—George P. Powles will conduct a summer normal at this place beginning June 3, and continuing 7 weeks.

THE NEWTON CO. NORMAL will open at Goodland July 8, conducted by O. E. Connor of Kentland, and W. F. Morgan of Goodland.

THE CENTRAL NORMAL at Danville, under the principalship of Mrs. F. P. Adams, is enjoying a prosperity that is certainly flattering. The attendance this spring is unusually large.

WARSAW.—In addition to the good schools and good public library, Warsaw adds to its attractions several beautiful lakes in the immediate vicinity, and extensive flower grounds and summer resorts. It is an attractive place.

THE forthcoming Annual Catalogue of Indiana University shows an attendance of 293 students, divided as follows: Post-graduates, 9; Seniors, 42; Juniors, 49; Sophomores, 66; Freshmen, 113; Special, 14. Everything is encouraging.

LA PORTE.—Supt. Hailman, from April 29 to May 4, made a public exhibit of his school work in the City Hall, to which he invited not only citizens but teachers and superintendents from abroad. These schools can show more manual work than can any other schools in the state.

THE SUMMER SCHOOL, located at Bay View, Mich., has taken on large proportions. Almost every department is provided for. For particulars address Prof. David Powell, Lansing, Mich., who is Supt. Bay View has become one of the most attractive summer resorts in the country.

THE STATE NORMAL SCHOOL is enjoying one of its most prosperous terms, both as to attendance and interest. The new building, which will be the handsomest educational structure in the state, is well under

headway and will be completed in time for occupancy next September at the opening of the next school year.

WINCHESTER is to have a new \$50,000 school building to take the place of the old Central Building. The Journal congratulates Supt. C. H. Wood and his teachers on the encouraging prospects. The high-school commencement exercises here are an exception to the general rule. The Cincinnati Orchestra has been employed and an admission fee will be charged.

THE MONROEVILLE schools had their commencement exercises on April 5th. There were six who completed the course, each of whom held licenses from the Co. Supt., as this is a requirement before completing the course. J. B. Munger has had charge of the schools for the past two years, and during that time has established a library of 225 volumes and placed on the walls \$25 worth of pictures.

MONROE CO.—Supt. John W. Craven has completed his school visitation for the year of 1888-9. During the time he walked 289 miles, rode 186 miles, visited more than a hundred teachers, made one hundred and two speeches to pupils, fell in Salt Creek once, was chased by a bull-dog for a quarter of a mile, was run through a ten-acre brier patch by a bull,—and notwithstanding all these experiences he looks hale and hearty, and bids fair to live to a ripe old age.

MADISON has recently had a "Public Day," or rather a week of public days for visiting schools. In order to induce a large number of parents to do their duty and visit the schools, the Supt., Dr. J. H. Martin, set apart certain days for particular schools and grades, and urged people to inspect the work of their schools. From the reports printed in the papers the results were most gratifying. The reports speak of the schools in the highest terms. The Journal can vouch for the high grade of work done.

LOGANSPORT.—These schools were never in better condition, and Supt. J. C. Black is faithfully and effectively at work to gradually improve them. A recent monthly report shows the following: Whole enrollment, 1920; enrollment for March, 1657; No. belonging, 1517; daily attendance, 1507; per cent. of attendance, 95.5; pupils not tardy, 1605; neither absent nor tardy, 888; cases of tardiness, 54; visits by parents, 56; visits by Supt., 144; teachers visits to parents, 88; visits by trustees, 16. These figures certainly show well.

INDIANA ACADEMY OF SCIENCES.—The third field-meeting of the Indiana Academy of Sciences will be held at Greensburg, Ind., May 8, 9, and 10. The first meeting will be held at 7:30 P. M. A popular address will be delivered by Dr. J. P. D. John, the retiring President, upon "Our Celestial Visitors." The next day will be spent in the field along Cobb's Fork of Sand Creek. The citizens of Greensburg will

furnish carriages. Here are to be found the rarest plants of the county; the junction of the Lower and Upper Silurian, rich in fossils; and asmuch zoological material as can be found in the region. It will be a very profitable trip for all departments of field work. Returning to Greensburg in the evening, another public meeting will be held at 7.30-P. M. This meeting will be of a somewhat varied character, consisting of brief reports by different members of the Academy upon results of the field-work of the day. Friday moraing another excursion will be made, the details for which have not been fully determined.

ST. JOSEPH Co.—Supt. Calvin Moon has prepared a circular of information containing, among other things, the new school-book law. It contains also a tabulated statement of the number of books required in each grade by townships, and then says:

"From the above it will be seen that 6,864 had been enrolled when reports from teachers were made, March 16, 1889. The cost of new books, \$6,564.45, or an average of nearly 96 cents per pupil.

The enrollment in the public schools of the state, for the year ending July 31, 1888, was 514,463. At 96 cents per pupil, it would have cost \$493,884 48, had the change been made last fall. The outlay will be greater next fall, for the reason that the enrollment will exceed that of '88."

# SOUTHERN INDIANA TEACHERS' ASSOCIATION.

The Southern Indiana Teachers' Association convened at Greensburg April 10, at 8 o'clock P. M.

The Association was most cordially welcomed by Hon. Mr. Bennett, of that city. After this came the inaugural address of the President, Supt. R. W. Wood, of Jeffersonville. It was a very able one, dealing with the relation of the child to the state, and showing how child-nature is trained for the good of the state by both home and school.

Thursday morning at 9:30 the subject of Manual Training was taken up by President Smart, of Purdue University, who said that he would treat.—

1. Of the economic value of manual training. 2. Of its educationa and moral value. He made a distinction between a manual training school and a trade school on the one hand, and a school of technology on the other, stating that the manual training school occupies a middle ground, where a thorough knowledge of trades may be obtained, combined with the education gained in an ordinary high-school. In a common printing office, an apprentice is merely allowed to "pick up" the trade, being taught practically nothing, and having no time for improvement in any direction. But in the manual training school he has two hours of physical work daily, under the care of a skilled teacher, and spends the remainder of his time in studying science, language, or mathematics. At the end of the first year he is a joiner, a turner, a pattern-maker, a blacksmith. The second year he spends in the ma-

chine shop, training eye and brain as well as hand. President Smart thinks the educational and moral value far exceeds the economic, but limited time prevented his speaking upon those phases of the subject.

The second paper, "The True Object of Study," was read by F. D. Churchill, of Aurora.

What is the real reason that teachers want pupils to study?

1. To preserve the child's natural desire to know. 2. To give him power to find out truth for himself. 3. To teach him to apply what he knows. The school which does this does enough. Are the schools of Indiana accomplishing these things? The writer thought not from the following facts: 1. Many children lose the desire to know upon entering school. 2. Many children dislike school. 3. Very few graduates ever pretend to do any intellectual work after school days. 4. College professors say many have neither the desire nor the ability to prosecute college work. Now if the schools are not accomplishing the expected work, why not? The following reasons are given by prominent educators, the "educator" being defined as one who knew how to do the work of teaching, but could not do it. 1. Method wrong. Not natural. Education becomes a forcing process. 2. Teachers know little of teaching. No interest in the work. Hope before long to find something else to do. 3. Educator thinks these both mistaken. The teachers generally, and primary teachers especially, have too many pupils. Reduce the number to from twenty to thirty. 4. Not so. Number of subjects too large. 5. All wrong. Fault is in the fact that the teacher is allowed no liberty. Must do so much in a given time, and thus the work becomes mechanical.

The writer closed by asking: Have I stated the true object of study? Are our schools attaining this object? Are any or all of the educators

right? I leave the teachers of Indiana to answer.

Discussion by O. P. McClain, Alert: The true object of study is to fit us to fill that station which seems best fitted to us, and to make of ourselves the best men and women. The first and greatest object to know ourselves. Find out for what our pupils are best fitted and train them in that direction. Divest our pupils of all narrow, selfish ideas and purposes.

General discussion—A. H. Graham, Columbus: The true object of study is not only to preserve the desire to know, but to intensify and develop that desire. Teachers generally believe this. The schools are accomplishing their purpose. Children of ten years ask more intelligent questions than men of thirty once did. In general teachers are awake to the true objects of study and the minds of the children to investigation.

President Smart, and F. P. Smith of Orleans also took part in the discussion, the former modifying Prof. Graham's definition to include

the word gratify.

"The Value of Illustrative teaching" was the next paper read. This prepared by W. F. L. Sanders, of Cambridge City, was read by Prof. Kuntz, of Centreville.

Mental grasp is aided by the perceptive faculty. In arithmetic what would we do without illustration? Do one thing at a time and that thing well. Impress the mind with the illustration and require the pupil to make it his own by written work. In teaching measure use standard measures and weights. Would it not be well to have actually

1728 cubic inches and one block, a cubic foot? Use apples in teaching fractions, writing the symbols. In partial payments use a real note. Use blocks in teaching cube root. So in every department, but do not carry to extremes. Be guided by common sense and good judgment. Morally the power of illustration is inestimable. A teacher of bad character and habits as well as one of good character and habits lives beyond the grave. Christ taught largely by illustration, and when properly controlled it becomes the life of teaching.

E. E. Smith, of Chicago, said: Illustration not only aids in obtaining knowledge but in relating it. The mind holds its knowledge by means of some form. In the kindergarten color attracts and fixes form. Duty may be taught by childlike, not childish, stories. The danger of illustration is that it may be made an end, not a means.

At close of morning session Mr. F. E. Andrews, of Jeffersonville, was elected temporary treasurer, in the absence of J. P. Funk, of New Albany.

At 1:30 Association was called to order to listen to a debate. Question: "Resolved, that the Natural History Sciences in the high-school serve as well to develop the mind as do Psychology and Literature." The speakers on the affirmative were O. P. Jenkins, De Pauw; B. W. Evermann, State Normal; and on the negative, T. G. Alford, Indianapolis, and J. R. Starkey, Martinsville. The discussion occupied an hour and a half, and anything like a fair synopsis is quite beyond the limits of this report. Suffice it to say that the affirmative proved their side of the question to the satisfaction of every one, while the negative just as conclusively proved theirs.

The next paper read was on "The Elements of Good Citizenship," prepared and read by D. C. Brown, Butler University. He said:

Plato's ideas permeate all ideas to this day. In the training of the Grecian youth his standard was very high, and why should it not be high? Should not ours be high. Can you conceive of a place where there should be a loftier ideal of citizenship than in a democracy or a republic? Teachers have a great responsibility. Discard the idea that God takes care of children, fools, and the United States, and train our pupils to care for the last. To be a good citizen means: 1. To have a knowledge of our country and our constitution. 2. Education. Diversity of population demands wide spread intelligence. Industrial training prevents idleness. Most of our criminals have no trade. 3. Good morals is the basis of legislative morality. Civilization has been defined as culture in morals. Teachers must not only teach this but live it. Teach Christianity, not merely utilitarian morality. 4. Respect for law and authority and officials. Liberty does not mean license. The law is not a terror to the good. Here also teach patriotism. Be ready to answer the country's call if she is in danger.

F. E. Andrews discussed the paper instead of E. E. Olcott, who was not present. He said: A good citizen must have the spirit of our fore-fathers combined with a modern education. He also emphasized the third point of the speaker, that of good morals, stating that the physical frame degenerates when morals are neglected.

At 8 o'clock the Association was delighted and instructed by a lec-

ture from Dr. Mendenhall, of Rose Polytechnic Institute, on "Education in Japan." To those who have heard this lecture, no description is necessary, while to those who have not, a very inadequate idea of its excellence could be given in a hasty and necessarily brief report.

At the close of the lecture the Chair appointed Messrs. Smith, Morgan, Wirts, Williams, Butler, Rucker, and Bell, a Committee on Officers.

Friday, 9 A. M., the first paper, "Literature of Home and School," prepared by Miss Milner, Rockport, was read by Mrs. Ella Rawles, of Greensburg.

The influence of literature, both for good and evil, is often unguessed. Half of it is poor and half of the poor is bad. Children read bad books because of: 1. Indifferent parents who do not, apparently, know or care what their children are reading. 2. Confident parents, who trust altogether to their children's judgment 3. A class who provide for their children St. Nicholas, Youth's Companion, etc., and see that they read the best. These may be called sensible parents. The teacher is confronted with a difficulty in that he can not always find out what his pupils are reading. But often the teacher as well as the pupil needs reformation in acquiring the knowledge of what really constitutes good literature. The laboratory method has of late revolutionized the teaching of literature, in that he production itself is studied and not the author. Begin in primary grades to foster a taste for good literature. It is not a lessening of dignity to know those books fit for these grades. The teacher should encourage the Reading Circle work among her pupils.

Miss Alta Blackmore, Aurora: Every soul is capable of appreciating the attributes of God, and hence capable of appreciating every other soul. In literature the reader is brought in contact with the writer's soul. A good course of reading helps to create a well balanced mind, corrects a depraved taste, and cultivates a correct literary discernment. Such a course must be varied. Fiction, travel, biography, poetry, art essays, humor, science, must form parts of this most important whole.

Second paper, "Chemistry in the High School," Wm. H. Wiley, Terre Haute:

The tendency of education is toward commercial interests. The study of chemistry may be justified on a plea of usefulness, but this is by no means its only merit. Its study possesses every element of discipline and culture. To teach it well it must: I. Be known at least fairly well historically. 2. The laws of chemical action must be illustrated by experiment. 3. A room must be set apart for the use of the class. 4. It is taught better if each student is completely equipped, but this is expensive and belongs rather to the province of the special school. The study of chemistry in the high-school may awaken the dormant powers of some giant intellect, and should always result in pupils learning to make accurate observations of phenomena, to give account of these observations, to determine qualities of common substances, to know the history of the science, and to make simple apparatus.

"Botany in the High School" was then taken up by G. C. Hubbard, of Madison, who said:

The value of any science is estimated by the culture obtained. Botany is a systematized knowledge of the vegetable kingdom; its Author is omniscient. As much of the science as can be taught by the senses should be taught in the primary grades. It gives health to the body, skill to the hand, and discernment to the eye and touch, clear conception, habits of accurate observation, cultivates memory and imagination, secures culture of reasoning powers and of aesthetic nature, and finally strengthens a belief in God by assuming that the Designer must be superior to the design.

J. C. Gregg, of Brazil, said on the same subject: There is a great contrast between our present method of teaching and that of 40 years ago. Then books were taught, now we teach things. Arithmetic consisted of tables and rules; geography of memorizing names and localities. So with botany. The book was perhaps not studied too much, but the object too little. Bad results are obtained in the teaching of this science from three causes: 1. It is often placed at the wrong time in the course of study. The best place is in the third or last year, though much should be done in the lower grades. 2. Too much is attempted. Suit the work to the time allowed, to the age and capacity of the pupils. A definite end should exist in the mind of the teacher, and the pupil trained to work towards it. 3. The subject is often taught improperly. Fall is a good time to commence, as leaves and roots can be easily obtained at that season. In spring flowers may be analyzed and a collection of leaves and blossoms made. In the class room every one should take part.

The report of the Committee on Officers was as follows:

President—A. H. Graham, Columbus.

Vice Presidents— W. P. Shannon, Greensburg. Miss Addie Griswold, Rising Sun.

Secretary—Miss Edith Schockley, Lawrenceburg.

(F. D. Churchill, Aurora, chairman.

R. A. Ogg, Greencastle.

Executive Com. { J. H. Henry, Co. Supt., Morgan Co. | Miss Anna Miller, Jeffersonville. | Miss Mabel Banta, Franklin.

Treasurer-J. P. Funk, New Albany.

The report was adopted, and Aurora selected as the next place of meeting.

At 1:30 the subject of "Primary Teaching in Country Schools" was taken up by C. W. Hodgin, of Earlham College. He said:

To know anything well we must know it in relation to other things. Primary teaching in the country involves a knowledge of primary teaching in the city. City teachers possess some advantages. They have lenger time, better equipments, and a more perfect system of grading. But in the country there is less artificiality, less conventionality, more freedom. Also bodily and mental vigor are nearly always greater. Add to this the fact that the child is constantly in the presence of nature, and the seeming advantages are not so great after all. Assuming that the best blood of the city comes from the country, the primary teacher stands first in time and first in importance.

L. H. Jones said: There is very little difference between primary teaching in city and country, as all, or nearly all its results depend on the teacher. Questions of equipment are only questions of manipu-

lating schools, but do not touch the question of real teaching. To be successful the primary teacher must possess the highest culture and the profoundest insight into child-nature.

W. A. Bell said that since so much is expected of the primary teacher she should be paid accordingly.

After the discussion, F. E. Andrews submitted the treasurer's report, showing an enrollment of one hundred and sixteen members and a balance in the treasury of \$28.08.

At the close of this session, and at other times during the meetings, most enjoyable music was rendered by the talent of Greensburg. The thanks of the teachers are due to these musicians; also to the hospitable citizens of Greensburg and vicinity.

R. W. Wood, President, Jeffersonville. KITTIE E. PALMER, Secretary, Franklin.

# NORTHERN INDIANA SUPERINTENDENTS' AND TEACHERS' ASSOCIATION.

The second annual session of the N. I. S. and T. A. was called to order by retiring Pres. J. C. Black, Supt. of the Logansport schools. The opening exercises consisted of a song by the male quartette, prayer by Rev. J. I. Hall, and a second quartette by the choir.

The address of welcome by the Mayor, L. M. Royse, was well received and responded to by E. E. Smith, of Chicago.

The address of the retiring President and the inaugural address by the President-elect were both excellent in their way.

Friday, 9 A. M.—After devotional exercises, consisting of a song by the choir and prayer by Rev. C. W. Granger, A. J. Whiteleather, of Bourbon, proceeded to show wherein it is possible to increase the salaries of teachers. The discussion was opened by Supt. Du Shane, of South Bend, followed by Cyrus Smith, Mrs. Mowrer, and W. A. Bell. This should hardly be called a discussion, as it was very one-sided—all those taking part agreeing with Mr. Whiteleather both as to the necessity and means.

The subject of the next paper, "Nature Speaks the Language of Consequences," was handled in a manner denoting careful thought by the writer, A. M. Huycke, of Wabash. It was highly appreciated by all present.

Committees on Nomination and Resolutions were appointed by the Chair, after which the Association adjourned.

The first exercise in the afternoon was a song by the colored glee club, which was doubly encored.

C. T. Lane, of Ft. Wayne schools, read a paper upon "The Actual and Possible Influence of the Schools upon Good Government," pre-

senting suggestions on civil government and means of teaching the principles of government to pupils.

- Dr. J. C. Coulter, of Wabash College, led the discussion by a commendatory talk of ten minutes. Dr. Hailman also gave a pleasant talk upon the same subject, showing the importance of special studies in the development of the faculties.
- S. B. McCracken, of Delphi, prepared a paper upon "Discipline," but was unable to be present. Mrs. E. Mowrer, principal of Warsaw high-school, read the paper, and all present enjoyed it. The subject was treated from a psychological standpoint.

Mrs. Dr. Burkett rendered a solo in an unusually pleasing manner, after which the discussion of the paper read was resumed by W. C. Palmer, B. S. McAlpine, W. H. Banta, J. C. Black, D. W. Thomas, W. N. Hailman, and W. A. Bell, who differed somewhat in their definition of terms, but whose views were both profitable and interesting.

The selection of the place of the next meeting was next in order. Out of many invitations Columbia City was the choice, Warsaw being ruled out on account of being represented by so large a number of her citizens.

Evening Session.—The glee club sang "Bright Sparkles in the Churchyard," which was encored as usual. The President then introduced Rev. Scovel, of Wooster University. His subject, "Opportunities in School Life for Moral Educetion," was delivered in a masterly manner, and all who failed to hear him missed a treat. The Dr. spoke for two hours, and every one regretted the close.

Saturday Morning.—After devotional exercises, conducted by Pres. Scovel, a short address was given by him upon "The Christian Scholar and the Christian College."

"Some Fundamental Conceptions in Ethics," by President W. W. Parsons, of Terre Haute, was listened to with great interest.

After the usual intermission Dr. W. N. Hailman gave an address on "Social Tendencies in Education," prefacing it with a few remarks on growth, and logically leading on to the principle of harmony in parts and the relation of individuals to society; emphasizing the importance of social tendencies as an aid to the building of character.

After a well received solo by Miss Lulu Shorbe, the committee gave the following report on nominations:

For President—Supt. W. C. Palmer, Columbia City.

Vice Presidents—

Supt. D. A. Stevens, Angola.

Secretary—Miss Mary Harper, Huntington.

Treasurer—Co. Supt. Alex. Knisely, Columbia City.

Railroad Secretary, Miss Ida Love, Columbia City.

Supt. W. C. Palmer, Columbia City.

Mrs. Emma Mont McRae, La Fayette.

Supt. E. A. Griffith, Frankfort.

Miss Lizzie Reid, Warsaw.

Supt. J. C. Black, Logansport.

Co. Supt. Calvin Moon, South Bend.

The Committe on Resolutions reported as follows:

Resolved, 1. That we hail with gratitude the action of the Legislature of the State of Indiana by which cities and towns are empowered to establish Kindergartens in connection with the public schools, and we earnestly urge all persons interested in sound educational progress to bring about a general use of the privilege thus extended.

2. That it is the sense of the Association that the interests of good government demand increased attention to the study of the civics in

the common schools.

3. That the name of this Association be changed from the "Northern Indiana Superintendents' and Teachers' Association" to "The

Northern Indiana Teachers' Association."

4. That it is the duty of every teacher to make all possible effort to strengthen and extend the teacher's tenure of office by encouraging professional efficiency and demanding that no teachers be discharged or discontinued except for cause.

5. That the thanks of the Association are due and are hereby extended to those who have performed the duties assigned them in the program; and that we specially commend the papers as being of a

high order of excellence.

6. That we express our gratitude to Supt. T. J. Sanders, President of the Association, for the careful, kindly and efficient service he has

rendered us in the discharge of his duties.

7. That to the Mayor of the City of Warsaw, for his excellent and hearty address of welcome; to the singers who have delighted us with their inspiring music; to the Presbyterian society for their beautiful church edifice; and especially to the teachers of the Warsaw schools for their courtesy and kindness, we extend our hearty thanks.

8. That we acknowledge our great obligation to Dr. W. N. Hailman for the glorious gospel of the "New Education" which he presented with such force and beauty in his talk on "Social Tendencies in Edu-

cation."

9. That we express to Dr. Scovel our high appreciations of his masterly lecture on "The Opportunities for Moral Education in School Life," and that we commend the principles and exalted doctrines of the lecture to the most earnest and conscientious consideration of the teachers.

Pursuant to previous adjournment the Supt. and Teachers met in the high-school room of Central Building at 2 P. M., for an informal talk upon various subjects. "How to manage and what to do with a bad boy" soon resolved itself into the question as to the existence of such an anomaly. After a great deal of talk, in which a great many good suggestions were made as to his management in case he ever should be met, the Round Table adjourned, all present feeling that the afternoon had been well spent.

Lizzie M. Reid, Sec'y.

T. J. SANDERS, Pres.

### READING CIRCLE NOTES.

It is the desire of the board to have the work for the next year determined upon early in the summer, so that all preliminaries may be arranged in time for the beginning of the schools.

The names of the members of the Young People's Reading Circle should be furnished to county superintendents as soon as possible.

Sullivan county reports 156 members, while 143 teachers supply the schools. Supt. Marlow writes that the excess comes from persons preparing to teach. Members have done better reading than ever before.

The time of the annual examination was changed at a recent meeting of the board from June to the second Saturday in September.

In June the board will print and send to the county superintendents a list of questions reviewing the books of this year's course fully. From this list so sent the board will select a set of questions for the examination in September.

Members who desire to pass an examination upon any of the past years' work should notify the secretary in time for questions to be prepared and sent out at the date of the regular examination, otherwise only questions on this year's work will be sent.

Examinations will be conducted under the direction of the county superintendents as heretofore.

One of the members of the board will be absent for a year, and her helpful advice and mature judgment will be very much missed. Mrs. Dennis is referred to. She spends the year in Europe.

The report of a city superintendent in the March Journal, showing a membership of two thousand in the Y. P. R. C., should have been credited to Supt. Black, of Logansport.

St. Joseph county shows by reports from teachers, made March 16, 1889, a membership in the Y. P. R. C. of 797 in the rural schools of the county, of which number Olive Tp. has 12; Warren 37; German 38; Clay 48; Harris 52; Penn 232; Portage 30; Centre 28; Greene 39; Union 24; Liberty 96; Madison 149; Lincoln 12.

The first figures at the right of each of the following titles of books indicate the number of books that were purchased, and the figures in parenthesis, the number of members who read them:

Sea-Side and Way-Side, 72, (186); Friends in Feathers and Fur, 59, (283); Stories of Heroic Deeds, 56, (188); Swiss Family Robinson, 66, (227); Pilgrims and Puritans, 18, (65); Ten Great Events in History, 25, (45); Robinson Crusoe, 45, (179); Neighbors with Claws and Hoofs, 15, (51); Washington and His Country, 37, (54); Tales from Shakespeare, (29, (53); Plutarch's Lives, 16, (23); Glimpses of the Animate World, 11, (15); Birds and Bees, 3, (4); Franklin's Autobbiography, 4, (7); Ten Little Boys on the Road from Long Ago t. Now, 6, (30); The Seven Little Sisters who Live on the Ball that Floats in the Air, 10, (45); Animal Life in the Sea and on the Land, 4, (6). Total number of books purchased, 461. Total number

of books read, 1.451. Average number of times each book was read, 3+. Number of members who read one book, 437; two, 170; three, 88; four, 47; five, 24; six, 4; seven, 5; eight, 4; nine, 0; ten, 0; eleven, 1. Calvin Moon, Supt.

## PERSONAL.

A Blunt still holds the reins at Ligonier.

- H. W. Graham is principal at Etna Green.
- J. A. Cummins is principal of the Syracuse schools.
- D. W. Thomas still superintends the Elkhart schools.
- G. C. Tyrrell has just finished his 10th term at Sunman.
- A. H. Douglass is principal of the Logansport high-school.
- J. R. Starkey is closing his 13th year as Supt. at Martinsville.
- S. E. Miller is now closing his 22d year as Supt. of the Michigan City schools.
- L. H. Jones has been unanimously re-elected Superintendent of the Indianapolis schools.
- S. E. Harwood will remain at Attica another year at an advanced salary. Just like him.
- J. H. Gildersleeve, of Brookston, has been elected principal of the Chauncy schools *vice* Ed. R. Smith, resigned.
- Dr. John S. Irwin, Supt. of the Ft. Wayne schools, after protracted and serious illness, is again "on the war path."
- W. H. Banta is now closing his 18th year as Supt. of the Valparaiso schools. This has been a long and faithful service.

Walter Irvin, a native Hoosier, but for the past seven or eight years a teacher in Iowa, is now Supt. of the North Manchester schools.

- F. D. Churchill, Supt. of the Aurora schools, and *all* his teachers were present at the late meeting of the Southern Ind. Teachers' Association at Greensburg.
- W. H. Wiley, the new member of the State Board of Education, has been connected with the Terre Haute schools for 24 years—the last 20 as superintendent.

James DulShane has been connected with the South Bend schools for 18 years—at first as principal of the high-school, and for the last 10 years as superintendent.

Geo. F. Bass, supervising principal in the Indianapolis schools, recently had an offer ol \$2,000 a year to change his work and his residence, but declined the flattering offer.

- J. L. Rippetoe, for many years Supt. of the Connersville schools, is now Supt. of the schools at Trenton, Mo. He has nineteen teachers in his corps, and is getting on smoothly as of old.
- W. W. Borden, the founder and patron of the Borden Institute, at New Providence, and W. E. Lugenbeel, the principal of the school, will spend the coming summer in Europe. They sail June 26th.
- Walter S. Smith, formerly Supt. of Marion county, but for several years past teacher in Kentucky, has changed his work as teacher and is doing evangelical work as a minister. He is at present in Rush county.
- S. C. Hanson, principal at Williamsport, has just recovered from a severe illness. He has now ready his commencement song and chorus called "The Old Nest." It seems to be just the thing for commencement times.
- A. H. Graham, the President-elect of the Southern Ind. Teachers' Association, has been connected with the Columbus schools twenty-four years—twenty years as Supt. He and 23 out of 24 of his teachers attended the last Association.
- T. J. Charlton, formerly Supt. of the Vincennes schools, but for several years past Supt. of the Boys' Reformatory, still retains his interest in general educational affairs, and frequently attends teachers' meetings, where he always meets a hearty welcome.
- E. H. Drinkwater and J. C. Sipe, both ex-teachers, are now proprietors of the National Book Exchange, located at Indianapolis. The purpose of the "Exchange" is to furnish members books at greatly reduced rates. See their advertisent on another page.
- Wm. W. Spangler, the State University Librarian, will conduct his sixth excursion party through Europe, leaving New York June 15, and will return landing in New York Sept. 12. The route marked out is ana ttractive one and includes the World Exposition at Paris. The cost will be \$400.
- Ed. R. Smith, of La Fayette, has resigned the principalship of the Chauncy schools to accept the position of western agent for the book house of Porter & Coats, of Philadelphia. Mr. Smith has had some experience in the agency work, and the house has done well in securing his services. He is a genial gentleman and a good worker.
- Sylvester F. Scovel, D. D., President of the University of Wooster, Ohio, gave the Northern Indiana Association a great treat. Both his evening lecture and his morning "talk" were masterly productions, and marked the author as a man of superior ability. It is to be hoped that the Doctor may be induced to come to Indiana frequently.
- J. M. Bloss, formerly Supt. of Public Instruction for Indiana, now-Supt. of the schools of Topeka, Kan., is being urged by Senator Ingles.

of that state and other friends, for the office of U. S. Commissioner of Education. Prof. Bloss has had a varied educational experience and has filled honorably every position entrusted to him. He would make a good Commissioner.

O. E. Arbuckle, a graduate of Wabash College, formerly Supt. of Jefferson county, but recently principal of the Acton schools, was some time ago arrested in Indianapolis for passing counterfeit money, and has since entered the plea of "guilty." On the strength of this plea the State Board at its last meeting revoked the state license held by Mr. Arbuckle. The Journal regrets very much to make this record against an Indiana teacher, but has known for two or three years past that the moral character of Mr. Arbuckle has been seriously questioned.

Miss Lillie J. Martin, late of the Indianapolis high-school, but now of San Francisco, recently read a paper in which she did herself much credit. The following is an extract from a report made in a San Francisco paper: "The monthly meeting of the Principals' Association was held yesterday afternoon at Odd Fellows' Hall. Deputy Supt. of schools Babcock presided. The feature of the day was the reading of a paper by Miss Lillie J. Martin of the Girls' High School, entitled: "Observation and Experiment Essential in Pedagogical Inquiry." It was quite lengthy and was a very able and thoughtful effort. The large assemblage of teachers present listened to it with rapt attention and frequently interrupted the lady's reading with hearty applause."

## BUSINESS NOTICES.

SCHOOL BOARDS contemplating changes can learn the addresses of the best Western and Eastern teachers, willing to change places, by addressing Orville Brewer, manager of the Teachers' Co-operative Association, 170 State street, Chicago. We can assure all who write of confidential and honorable treatment.

3-tf

MRS. HAILMAN'S SUMMER SCHOOL OF KINDERGARTEN AND PRIMARY METHODS will open on Monday, July 22. For circulars, address Mrs. E. L. 'Hailman, La Porte, Ind. 44t

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5-6t

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# INDIANA

# SCHOOL JOURNAL.

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No. 6.

# ( , ECONOMY IN COLLEGE WORK.

A. B. HINSDALE, PROF. PEDAGOGY, MICH. UNIVERSITY.

R. John Trowbridge, who is a Professor of Physics in Harvard University, contributes to a recent number of The Atlantic Monthly an article bearing the above title. We propose to give a synopsis of this article, accompanied by some remarks.

Man may be considered as a machine, and his brain as a receptacle of impressions which it can give forth when properly stimulated. A certain amount of continuous work must be done in order to impress this material. A dint in a rock follows only the recurrence of similar blows. A German dint can not be made in the brain of the student who rushes from German to French, from French to Greek, and then winds up the day with two hours' study in a physical laboratory. The interiors of the heads of students who have on their cards Latin, Greek, Mathematics, Modem Languages, and Sciences, if they could be photographed. would yield a result by the side of which the composite photograph of a college class would be definiteness itself. The actual result of the system of study now in vogue in high-schools and colleges does not inspire confidence in this system. This is because the system does not conform to the conception of man as an engine and the brain as a mass of impressible material. Few college students, even those who have taken several German electives. can read a German work on physical science. A three months' residence in a German town would have made one of these students able to make himself understood, to understand others, and to read a German newspaper. In the latter case he eats and breathes in a German atmosphere; he is reminded of a German verb every moment of the day; he has German books and a German teacher,—in a word, he has become an intense specialist in German. If the same man had made his residence in a frontier town where German is spoken on one side of a river and French on the other side, and had undertaken to gain a working knowledge of both languages at the same time in three months, or even a year, he would lamentably have failed.

The common student turns his sensitive brain plate to too many points of view during the day. No one image has made a real impression upon the plate. There is lack of moral fibre, of what may be called a second breath. Success in the world requires perseverance and a certain bull dog grip upon a subject. This is the secret of the power wielded by the man of one idea. Hence this physical truth can be formulated: "An enduring mental impression requires forcible and repeated blows, and also the element of time. Generally speaking, startling ideas are of uncommon occurrence. We must depend upon slowly-made changes in the brain-cells. Nor is it reasonable from physical analogies that any process of mental crystallization can go on if the medium repeatedly is disturbed by changes of treatment and by addition of different re-agents."

From these premises our author deduces a theory of study that he thus formulates: "A student should study two subjects for at least three months, and two studies alone. One of these should be a hard subject, giving plenty of opportunity for application,—like Greek, German, or Mathematics,—while the other may be a comparatively light subject, which can serve as a mental rest through the change which it affords. At the end of three months another hard subject may be taken up, and the first one relinquished for a time."

Prof. Trowbridge has been told by a Harvard student that many Harvard men practically work on this theory,—a practice that "leads to a certain demoralizing effect upon both student and professor, for the whole mind should be given to the suject

under consideration, whether it is important or unimportant."

He then inquires how his theory would work in Harvard University, where sophomores, juniors, and seniors, are required to take four elective courses with a small amount of prescribed work in English and Physics. He finds that the student can so mass his work that all his studies may be in two departments, or even in one department, for the year. But this, however, is not common. Most have at least three electives a week in subjects not generally related. There are, however, certain studies so related that effort in one immediately reinforces effort in another. Latin and Greek may be profitably pursued in alternate hours; and so may philosophy and history, or philosophy and political economy; but few students can advantageously pursue German and French together, or physics or chemistry in immediate combination with any philosophical or philological subject. Nineteen or twenty studies form in the main the elective course at Harvard; and these can be reduced to twelve divisions by grouping together the subjects that aid one another, as follows: Latin and Greek: French and French history; Chemistry alone or in connection with English; Spanish and Spanish history; Philosophy and History; Physics alone; Semitics and Ancient History; Fine Arts and Music with English; Fine Arts and Music as a let-up with any of the severer studies; Mathematics and English; Romance Philology with its suitable Language. "Thus having 12 subjects, three of these could be pursued in the nine months of each college year, and in four years the whole 12 could be accomplished,—if a student wished to take all the subjects enumerated."

Mr. Trowbridge next inquires how his theory would work in the Boston Institute of Technology, and then returns to the analogy of man to an engine. Much of the severe strain upon the intellectual machine in the technical schools comes from changing the points of application of mental force too often. The grip that the West Point student has upon the calculus is explained by the answer that a West Point professor gave to the question how many subjects were pursued through the week, viz: "Three—mathematics, mathematics, mathematics." Here, by the way,

the Professor might have borrowed a telling illustration from Germany. In the gymnasium, the boy gives, on the average, eight and a half lessons a week for nine years to Latin and six and a half to Greek."

Instructors in science know that original work can not be obtained from undergraduates in American colleges. They are not equal to the logical effort required; and this is due not so much to the student's immaturity as to the diversity of studies that he carries on. There is want of concentration. A college oarsman preparing for a race does not spend an hour at tennis, an hour in putting the shot, and an hour in swimming. The base ball player, before an important game, fixes his attention upon those exercises which will perfect him in base ball. But the same student fits himself for intellectual contests by the method of diffusion, not concentration. Still there can not be two true solutions of the dynamical problem of so running the human engine as to produce the most telling effects. If concentration is wise in the one case, diffusion must be foolish in the other.

Mr. Trowbridge then contends that by blocking out the col lege year into periods of three months, during which the student shall pursue but one severe study, the odium of too early specialization would be escaped. During the period the student would become thoroughly interested in his subject. He should, if the study be German, attend a German seminary, get his news from German newspapers, etc. If the subject be physics, he should give his days to the laboratory, and his nights to physical theory.

The remarkable group of young mathematicians that have grown up in the English universities in the past thirty years has been produced through conformity to this theory. Perugino and Raphael could paint pictures that seemed inspired, because they had before them the single subject of devotional art. The Puritan was strong, not on account of his narrowness, but on account of his vigorous training. It is not so much what we do as how we do it; we are all spendthrifts of physical energy. The faculty of memory can be cultivated only by dwelling upon one idea at a time. In photography, the best pictures are produced by slow plates; quick plates produce thin negatives from

which only poor and indistinct pictures can be obtained. With a strong image in the brain, and with a method of execution to which constant and prolonged use has accustomed us, we are not far from the plane of genius.

The short paper of which we have given this detailed analysis is divisible into two parts: the conception of the human mind as an engine, and the application of this conception to solving the practical problems of a student's life. The value of the conception does not in any way depend upon the application of it to the Harvard problem. If the period of three months, for example, is too short to accomplish the end in view, or even if the theory of selecting studies that are congruous be false, that would not disprove the dynamical conception of the mind. We think that the three months period is too short, even if no definite period is to be selected. Mr. Trowbridge's plan carried out would lead to twelve short periods of cram; the impressions made on the brain in the early periods would be much obscured or well nigh effaced at the end of the course: in short, the three months period is not in harmony with the theory of "slow plates", but with the theory of "quick plates".

At the same time, we think that the central idea embodied in the article is an important one. The importance of repeated impresslons; of intense application; of concentration of the energies within narrow channels; and of making the studies pursued at the same time congruous, are topics that can hardly be overestimated: and sufficient attention has not yet been paid to the application of these ideas to practical student problems. The distinct conception of the mind as an engine comes to us from the modern physiological psychology. This conception will certainly mislead if pressed too hard, but it is a fruitful idea nevertheless. It can hardly fail to influence pedagogical views in the future, and also the phraseology in which they are expressed.

We propose to return to some features of the subject at a future time.

Schools.—School-houses are the republican line of fortifications.—Horace Mann.

# SOME NEEDED CHANGES IN COUNTY INSTI-TUTES.

S EZRA MATTINGLY.

THERE is now in the State of Indiana abundance of talent employed in telling what should be taught in a county institute. It is pleasing to see that the direction of the thought is toward professional training. But while able minds are beautifully explaining what to teach and how,—no one has taken under his consideration the arrangement and classification of the institute as a school.

Every institute is made up of two classes with respect to experience: the experienced and the untried.

There is a time at which it ceases to be profitable to drill or review in one's work. This limit has been reached by several hundred teachers in Indiana, who, having attended institutes regularly for eight years or more, know already the things which will take fully half of the time for their presentation. The lessons which competent instructors may give fall fruitless on such as these, for does not one who has taught or practiced a method or a principle for half a score of years or more know it already? These men and women, earnest, faithful teachers, go to the institute to learn, but instead of finding the intellectual food fresh, they find it stale and uninteresting. They lose at least the time. This is an evil which ought to be remedied.

There is still another class of somewhat experienced teachers, not so efficient, earnest and enthusiastic as the first, who, needing instruction, are disgusted with the work they have had for years, cry out for something new, and because they get it not, have no interest in the institute, receive no benefit from it, and attend only because the county superintendent says they must. They would learn much, I know, of the very things they think they have mastered, but a faulty arrangement of work fills them with disgust and they cease trying to learn. That their conduct is wrong is evident, yet show of excuse is to be offered in their favor; and even if there were not a semblance of an excuse for them, they deserve the more therefore our careful attention.

Can nothing be done for these teachers? is the great question. We will waive all questions of good conduct on their part, and in the spirit of true philosophy and philanthropy consider, after squarely facing the fact that they get no benefit from the institute, what can be done to make them better teachers. Theorists and prudes may condemn these teachers all they please: Will that help the teachers any?

The second great class which we meet in the county institute is composed of those who have little or no experience. The members of this class are needing badly to be instructed in the very simplest elements of their art; but they are put into one class—the whole institute—with a hundred or more teachers who have been teaching for many years, and in this class they may catch as they can the figurative crumbs that fall from the table of the dispenser of bread.

What instruction is suited to others is not, in a majority of cases suited to these novices in the profession, and what suits them suits no one else. They spend their money and spend the week to learn as little as might easily be mastered in a single day.

None of our able institute instructors will doubt that both classes are neglected somewhat, and none will claim that his instruction is suited equally well for the experienced and the inexperienced, for such work would of necessity be so general as not to be practical. Nor will any county superintendent fail to remember that his last institute was composed about as I have described. About ten thousand teachers in Indiana will remember clearly how many of the recitations were a positive bore, a mere thumping of old straw by a new hand. And they are even now looking forward to the time when they will again hear the same old song about fractions, history, knotty points of grammar, the first day, corporal punishment, methods and methods, etc., etc.

This is a sad and unprofitable state of affairs. It needs to be carefully considered. It also needs immediate correction, and a remedy, at least an experiment, is at hand.

The remedy is to be found in the most natural course,—divide

the institute into classes, assign to each a room, an hour, a special subject suited to its needs, giving elementary work to the beginners, advanced lessons to the others. No extra expense, little extra trouble, will be incurred. If one section desires a lesson a day in purely academic matter, it could be supplied.

# "ELEMENTARY EDUCATION IN MASSACHU-SETTS BEFORE THE REVOLUTION."

NEXT to religion, education was the chief care of our Pilgrim Fathers. Though firm and dogmatic in their beliefs, they were nevertheless the first champions of a free and liberal educational system. They no doubt realized that in a community where public opinion should have a controlling force, educational enlightenment must necessarily be promoted. So assiduous and earnest were they in their efforts for educational advancement that in many places, despite their poverty, towns and schools were founded apparently together. Boston had a school five years after its settlement. Towns which were, at first, unable to support schools, strenuously enforced home education or other provisions.

The first step taken by the central government in respect to education was June 2, 1641. The following decree was issued:

"This court, taking into consideration the great neglect of many parents and masters in training up their children in learning and labor, do hereby order and decree that in every town chosen men, or selectmen, appointed for managing the prudential affairs of the same, shall henceforth stand charged with the care of redress of this evil; and, for this end, they, or the greater number of them, shall have power to take account from time to time of all parents and masters, and of their children, concerning their calling and employment of their children, especially of their ability to read and understand the principles of religion, and the capital laws of the country, and to impose fines on such as shall refuse to render such accounts to them when they shall be required; and they shall have power, with consent of any court

or magistrate, to put forth as apprentices the children of such as as they shall find not to be able and fit to employ and bring them up; and for the better performance of this trust they may divide the town amongst them, appointing to every one of the said townsmen a certain number of families to have special oversight of."

In this decree the following features are to be noticed particularly:—

First, education was in a certain sense compulsory. Parents were made, through fines, answerable for the neglect and ignorance of their children.

Second, the education was not limited to mental training, but included manual as well. The Pilgrims intuitively recognized that true education means physical as well as mental development. Of course it is true that manual training was not included in the school curriculum, for it was not necessary. In the busy, growing settlements of Massachusetts, the small boy was indispensable in all kinds of work. He did the chores about the house, assisted in the clearings, and drove the oxen when the fields were being plowed. He was early taught the use of the ax, hammer, and chisel, so as to enable him to assist in erecting buildings for shelter. In fact the greater part of the boy's early experience consisted in doing; but few hours were permitted him for study.

The third thing to be noticed is, that charity was considered: the children of the poor and neglected parents were equally provided for.

Fourth—the most peculiar of all—not a word is said concerning schools. This we may take as an expression of the extreme poverty of the settlers. The general court recognizing this did not, at first, enforce the establishment of schools, but left it to the discretion of the various communities. Outside of Boston and a few of the larger places no schools were founded up to this date, but instruction was chiefly carried on at the fireside. Moreover, it is a singular fact that the first schools established in Massachusetts were not elementary, but Grammar schools, devoted principally to instruction in Latin, Greek, and the more

advanced studies. The delayed appearance of the elementary schools was undoubtedly due to the want of means. Home instruction could very well take the place of the elementary school, for nearly all of the parents and masters had received a fair education in England, but not so with the Grammar school, which required the special care of a professional school-masters. Another reason for the precedence of the German school is found in zeal of Puritans to perpetuate the ancient languages with the young, so as to enable them to make researches in the original texts of the Scriptures. Religion, we know, was their first consideration. Again the scarcity of school masters made it impossible to provide schools for all. In their struggles for existence against the rigors of the climate and the many dangers that surrounded them, men found little time for school-teaching. appreciation of women in educational work was, as yet, unknown.

In 1647, November 11, Governor Winthrop, in the second year of the fourth term of his administration, gave sanction to the first system of public schools in Massachusetts. The decree read as follows:—

"It being the chief aim of the old deluder Satan to keep men from the knowledge of the Scriptures, as in former times, by keeping them in an unknown tongue, so in later times by persuading them from the use of tongues, that so at least the true sense and meaning of the original may be clouded and perverted—and now that learning may not be buried in the grave of our fore fathers, in the church and commonwealth, the Lord assisting our endeavors:—

"It is therefore ordered, that in every township in this jurisdiction, after the Lord hath increased them to the number of fifty house-holders, shall then forthwith appoint one within their town to teach all such children as shall resort to him to read and write, whose wages shall be paid by the parents and masters of such children or by the inhabitants in general, by way of supply, as the major part of those that order the prudentials of the town shall appoint; provided, those who send their children be not oppressed by paying more than they can have them taught for in other towns; and it is further ordered, that when any town shall increase to the number of one hundred families or householders, they shall set up a Grammar school, the master whereof being able to instruct youth so far as they may be fitted for the University; provided, that if any town neglect the performance hereof above one year, that every such town shall pay five  $(5\mathcal{F})$  pounds to the next town school until they shall perform this order."

In this proclamation, or order, we see the characteristic features of the American school system to day. In the first place, it involves local responsibility and state oversight. The instruction is virtually gratuitous, for provision is made for all—both rich and poor. Secondly, it embodies the modern principle of supporting educational institutions: that is, that all shall be taxed whether they have children in attendance or not. Lastly, what strikes us most is the fact that it recognizes three harmonious grades: the Primary school, the Grammar school, and the University. It gives to all the children of every town of one hundred families the means of preparing for the highest course of instruction then, as now, existing in the country.

These early decrees give us an idea of wisdom, sincerity, and perseverance of the Puritans in their efforts for educational advancement. Doyle in his "Puritan Colonies" tells us "that in their simplicity they conceived and in their poverty they executed the scheme of universal education, which every previous potentate had been unable to do." "They regarded ignorance, irreligion, and sin as the only evils, and instruction, religion, and proper employment as the effectual remedies."

A number of other minor acts of educational legislation were issued during the period preceding the Revolution. In 1654 the court decreed that in order that the youth be instructed not only in good literature but also in sound doctrine, no person should be allowed to teach who was unsound in faith, scandalous in his life, and who has not given satisfaction according to the rules of Christ. This act, we see, is a natural outgrowth of their intense religious zeal, and was designed to protect youth from the baleful influence of immorality and skepticism while at school.

In 1683 the court ordered that every town of five hundred inhabitants should establish two Grammar schools and two Writing schools, the masters whereof shall instruct the youth as the law directs; and any town neglecting this shall pay ten pounds to the next town. At the time of the passage of this act Massachusetts had already grown to be quite a prosperous colony. Its fisheries were developed; agriculture was more extended, and extreme poverty had passed away. This comparative wealth undoubtedly accounts for this act, which provided for such an elaborate system of schools.

In 1701 an act was passed in Plymouth colony requiring every school-master to be appointed by the minister of the town and the ministers of the next two adjacent towns, or any two of them. No minister was permitted to be school master of any town, and the justices were authorized to see that the laws relating to school matters were strictly conformed to.

The relation of ministers to education at this time will be discussed subsequently. Suffice it to say that the minister and the school-master maintained intimate relations with each other. The teacher informed the minister from time to time of the condition of the school, and, as a rule, made no changes without the sanction of the latter.

The last act previous to the Revolution was passed in 1768. It authorized the division of the towns into school districts so as to localize the defrayment of school expenditures.

Horace Mann, in the "Tenth Report of the Secretary of the Massachusetts Board of Education", gives an exceedingly vivid portrayal of the magnitude and importance of this early educational work:—

"In 1647," says he, "when a few scattered and feeble settlements, almost buried in the depth of the forest, were all that constituted the colony of Massachusetts; when the entire population consisted of twenty-one thousand souls; when the external means of the people were small, their dwellings humble, and their raiment and subsistence scanty and homely; when the whole valuation of all the colonial estates, both public and private, would hardly equal the inventory of many a private individual at the

present day; when the fierce eye of the savage was nightly seen glaring from the edge of the surrounding wilderness and no defense or succor was at hand,—it was then, amid all these privations and dangers, that the Pilgrim Fathers conceived the idea of a Free and Universal Education of the People; and, amid all their poverty, they stinted themselves to a scantier pittance; amid all their toils they imposed upon themselves still more burdensome labors; amid all their perils they braved still greater dangers that they might find the means to reduce their grand conception to practice." "Two divine ideas filled their great hearts—their duty to God and posterity. For the one they built the church; for the other, the school."

# THE SCHOOL ROOM.

[This Department is conducted by G. F. Bass, Supervising Prin. Indianapolis schools.]

### SPELLING.

PUPIL should not be allowed to guess how to spell a word. He should be encouraged to act upon his doubt by referring to his book. Much time is wasted by learning to spell words that not one person in a hundred will need to spell once in a hundred years. We heard a class not long ago laboring with the following: Tryphena, Mehetabel, Sophronia, Selina, Arabella, Phyllis, Tryphosa, Adelia, Clementina, etc. There are as many more in the lesson, but these are the most uncommon ones. Of course, we admit that it is barely possible that some school boy may have at the proper time a "sweet heart" whose name is Phyllis. It then would be handy to know how to spell this name. But it is likely that by spelling the more common words, he will have gained power enough to readily learn this one when the occasion requires. We teach to give the child power-to put him in possession of himself. When this can be done by his learning that which he will likely need, we have "killed two birds with one stone."

# "SHORT CUTS."

EVERY business man takes the shortest cut possible in his arithmetical computations. After a pupil has all the "mental drill" there is in the longer and more philosophical method, he should learn the "short cut." This will give him some additional mental drill, if he learns the why of it; and besides he will have some knowledge of "business."

The books say "5% off for 30 days and a further discount of 10% for cash," but a business man learning that his customer will pay cash says "5 and 10 off."

An article is bought for \$2.50 and the purchaser wishes to sell it to gain 20%. He thinks "of \$2.50 is 50c; this added to \$2.50 gives \$3.00." He thinks this and makes his mark before the school boy, who has had no practice on short cuts, can get ready to multiply by .20.

A farmer has 4 ricks of wood, each 144 feet long, 4 ft. wide, 8 ft. high. Now much is it worth at \$4 a cord?

$$\frac{144 \times 4 \times 8 \times 4 \times 4}{4 \times 4 \times 8} = $576.$$

By factoring and cancelling this process is greatly shortened.

There are many short processes, as every teacher well knows.

Let them be taught to the pupils, and let them exercise their judgment as to when to use them.

### TOO MUCH FREEDOM.

A QUESTION in an examination that occurred before the inauguration of President Harrison was, "Where will Gen. Harrison live after March 4th?" A little fellow who had been allowed freedom of speech, said loud enough for all the pupils to hear, "My papa says that Gen. Harrison will live in the White House at Washington."

If an examination is worth anything as a test of the individual pupil, such freedom as this will defeat the object. If the pupil wishes to ask a question during a written examination, he should go to the teacher, or else the teacher should go to him. As a general rule questions and remarks that concern only the indi-

vidual and the teacher, should not be said loud enough by either teacher or pupil for the school to hear.

## A GOOD IDEA.

The teacher was absent. We took the school. Spelling was the order of the program. Papers were passed and pupils' names written. One pupil said, "Shall we spell a geography word?" "I don't know whether there is one in the lesson or not," said I. "If there is I hope you will spell it, when I pronounce it." Hands flying wildly. "Well," said I to the speaker. She replied that the teacher allowed each pupil to spell a geography word of his own selection each day. "Why, yes, certainly, spell it," said I. This gives each pupil an opportunity to review the words he most needs. He will study the word he is doubtful about. The teacher sees that they select the more common geographical words that everybody should know how to spell.

## NONSENSE.

Why will some teachers persist in teaching that punctuation marks mean pauses? We heard one not long ago having each pupil read to a punctuation mark! "Oh, mother, how beautiful the moon light is to night!" It took three pupils to dispose of the above sentence. The first pupil said "Oh," as if somebody had stepped on his tenderest corn. The next one exploded on the word mother, and the third said, "how beautiful the moon is to-night!" Stop it—not the moon, but the "nonsense."

### GENERAL INFORMATION.

## WHO WAS JOHN BRIGHT?

This question was asked in a school where the average age was about 14 years. Only two pupils thought they knew. He was a great Englishman, who was one of America's friends in a time of need. An exchange speaks of him as follows:—

#### JOHN BRIGHT.

When the news came over the Atlantic recently that John Bright was dead, every American must have experienced a sense of personal loss. We must all think involuntarily, and first of all, of his work in our behalf more than a quarter of a century ago, and in the light of those days all the acts of his long life are seen to show forth the same grand character. His whole life was one long illustration of the marked simplicity, self reliance, and determination to stand by his own convictions at all hazards, that have made his name honored. When England issued its proclamation of neutrality during our war, John Bright was not afraid to take up our cause. His own business was suffering from our cotton blockade, and the workmen whose views he represented were almost starving for lack of work. But against his own interests, and in opposition to the "best people" of his country, he pleaded the cause of the Union and of the slave, and he and the poor working men carried the day with their opinions. and we shall always feel that John Bright's friendship and eloquence were among the forces that brought us happily through the long struggle.

The moral elevation of John Bright never stooped to a doubtful position. When his associates left him, they knew that they went to lower ground. We are so familiar with the petty travesties of this majestic independence, it is so easy to cry "crank." and think we have "crushed" an unimpeachable integrity, that Bright's superb example is lost to many. But down in his heart every true man loves and reveres him who knows he is right and stays there. He had special qualities for which he will be admired and noted in history. He was the greatest master of English oratory in the present generation, the eloquence of his style giving fitting expression to his burning, noble thoughts. He possessed a singular rectitude of character, and was inspired by pure patriotism from the beginning of his career to its close. Now that the course is finished, and the faith has been kept. surely the view of it all, as we look back over it, is grand, touching, appealing. All thoughts of hostility, of misunderstanding. of misconception, must fade away, leaving the beautiful whole of his strong, noble, sincere life.

In one of his impassioned periods he said: "I can not believe that civilization in its journey with the sun will sink into endless night. I have another and a far brighter vision before my gaze. It may be but a vision, but I will cherish it. I see one vast confederation stretching from the frozen North in unbroken line to the glowing South, and from the wild billows of the Atlantic to the calmer waters of the Pacific main—and I see one people, and one language, and one law, and one faith, and all over that wide continent the home of freedom, and a refuge for the oppressed of every race and of every clime."

This is eloquence, -School Journal.

## OKLAHOMA.

This territory has attracted a great deal of attention within the last few weeks. No teacher or pupil of an intermediate grade can afford to neglect learning enough about it to have an intelligent idea of what it is and why it has attracted so many people to it. Towns have sprung up with marvellous rapidity. Many teachers have, doubtless, set their pupils to work ascertaining facts in regard to this subject and then weaving them into a "composition." This is well. They are writing on a real subject—a live subject. A teacher has been kind enough to present us a set of compositions prepared by her school. The following is one of the best, if not the best. This pupil has, at least, told the most with the fewest words:—

#### OKLAHOMA.

Oklahoma is situated in the very centre of Indian Territory, principally between the Cimarron or Red Fork of the Arkansas River on the north, and the Canadian River on the south, and is fifty miles from the nearest white settlement—Kansas. It is a tract of eighty-seven townships, containing 2,037,414 acres of rich land.

Timber grows more plentiful in the east. In the west the ground is less abundantly supplied with timber and water, and the climate is more subject to extremes of heat and cold.

The prairies in the west are well covered with grass, the soil is very fertile, but the water supply is not sufficient for a dense population.

The territory proper came to the United States when Louisi and was purchased from France in 1803. An act of Congress in 1834 said that "All that part of the United States west of the Mississippi River and not included in the States of Missouri and Louisiana or the Territory of Arkansas" should be the "Indian Territory."

Between the years 1833 and 1839 the Indians of the south, and east of the Mississippi,—the Creeks, Choctaws, Chickisaws, Cherokees, Seminoles, and Wachitas, were removed there.

Many Indian Tribes—and particularly those named, have become quite civilized, have many schools, attended by more than six thousand pupils. The Indian population, which is about sixty thousand, is nearly equally divided between those on the reservations, or at agencies, and nomadic tribes.

As early as 1878 the whites wanted to enter the territory, and in 1880 President Hayes found it necessary to remove squatters from the Indian lands.

On March 1, 1889, the Creek Nation sold to the United States the western half of their lands for \$2,280,857.57. This land is situated in the centre of Indian Territory, and is called Oklahoma,—a word from the Choctaw language, meaning "Indian Country. President Harrison issued a proclamation March 27, 1889, by which Indian T rritory ceased to be occupied exclusively by Indians. The President's proclamation opened Oklahoma to settlement by the whites at 12 o'clock noon, April 22, 1889, and those who entered before that time were expelled by United States officers.

After the issue of the proclamation many thousand of people prepared to go,—farmers, honorably discharged soldiers and sailors of the late war, and foreigners who went for homes, and land speculators or "boomers." Many of these people were disappointed with the kind of land, for they found that it was not as good as represedted by the "boomers" and railroads.

There is not enough good land in Oklahoma for every settler, there being about three settlers for every claim, and consequently the settlers are taking up claims on the Cherokee strip, and are being expelled by United States officers.

The Texans, seeing that a great number of people will be disappointed in securing suitable claims in Oklahoma, are endeavoring to get the settlers to occupy their unoccupied lands, as much of the Texas land is about as good as any in the United States.

There will probably be suffering on account of the scarcity of water and food, and their having arrived too late to do much farming this summer. Some enterprising people are selling water at five cents a glass and crackers at forty cents a pound. The prospects appear to be gloomy for a great many of the settlers.

Many towns have sprung up, Guthrie probably having the greatest growth. Its hotel consisted of tents, and before it was many days old many lawyers hung out their shingles, and everything looked ready for business.

The officials, who were placed there by the government, took advantage of their position and staked out claims before the proper time. It is reported that murders have occurred about claims, and the United States officers have had some trouble with "boomers," but there has been very good order under the circumstances.

Anna McCormick.

## THE GOOD OLD DAYS.

When Washington was President, As cold as any icicle, He never on a railroad went, And never rode a bicycle.

He read by no electric lamp,

Nor heard about the Yellowstone,
He never licked a postage stamp,

And never saw a telephone.

His trousers ended at the knees,

By wire he could not send dispatch;

He filled his lamp with whale oil grease,

And never had a match to scratch.

But in these days its come to pass,
All work is with such dashing done—
We've all those things; but then, alas—
We seem to have no Washington.

-Robert J. Burdette.

## DEPARTMENT OF PEDAGOGY.

[This Department is conducted by S. S. PARR, Dean De Pauw Normal School.]

## SOME FUNDAMENTAL TRUTHS.

**EARNING** is living. A thing is not learned until it becomes a part of ourselves.

Memory is able to take care of itself. If observation, imagination, generalization, reasoning, and organization of ideas and things are well done, knowledge will be readily and easily recalled.

All knowledge is a translation of actual things into personal experience. If one builds up an idea of Bunker Hill, or the Falls of the Zambezi, the material used is obtained from his own immediate contact with the world about him.

Knowledge and power in their proper significance are identical. Power is capacity to think. Knowledge is the same. Two things equal to the same thing are equal to each other.

Words contain nothing except what we put into them. They are occasions which, if one has done the antecedent thinking required, stir the mind to think along a prescribed channel.

People cultivate their memories most and their judgments least. Their culture-values are in an inverse ratio of ten to one.

Teaching-power is now examined on about one-seventeenth of its complete field. We have no examination of candidates' teaching power, character-building ability, or their fitness to give trend and direction to human life.

The value of school-training increases with the development of civilization. Schools can do little that is useful to savages. A frontier life can get along with little school education. But a complex urban civilization leans on the school at every step.

School-training has set as its ideal goal the training of the whole man into the highest possibilities of his nature. It must constantly strive toward this aim, and so develop its means and purposes, as to approximate as rapidly as possible toward this result.

## COME DOWN TO EARTH AGAIN.

THE temptation to most pupils to talk book is too strong to be resisted. Dr. Johnson made his little fishes talk like whales. Common things do not sound well in common language, so we fly for relief to the resounding phraseology of books and science. Nowhere is this more marked than in the subject of geography. The editor has lately been trying to get a class of teachers to talk about the commonest properties of air in terms of their every day life and experience. It is well nigh impossible. They are like Dr. Johnson's little fishes. They persist in talking like the whales in geographical books. Mobility must be explained as a property which arises from atoms and molecules, instead of the condition which allows one to move freely about in it. Convection is a diffusion of heat by particles transmitted from one portion to another, instead of the movement of warm air among portions that are cooler, so that all tend to become of the same temperature.

This is a good subject, in some of its phases, to draw out what the student has himself experienced and thought. A large opportunity is lost if this is not done. If hearsay passes current, much good thinking of a practical nature will be lost. Geikie in his little book "On Teaching" advises that when a boy in elementary geography describes coal as the remains of plants turned into stone, or speaks of the air as a mixture of two gases, he should be checked and allowed to say on each of these subjects what he himself has seen or thought. If the great object of a study is once granted to be to get the pupil to observe and reflect, the reasonableness of Dr. Geikie's rule at once becomes apparent. Common experience becomes the talk of little fishes. But it secures the end better than a dialogue of whales.

The point to this law of statement does not lie in never al-

lowing the pupil to leave the field of his personal experience, but in insisting that the type of his thought shall be what he knows first-hand about the things with which his thinking deals.

All knowledge that is real is either direct personal experience, or is made up out of such experience. Knowledge comes from personal touches of things. If the child is to talk about rain, he knows enough from the school of experience to illumine this subject. He knows that it is water, that springs and creeks are made up of it, that it descends in drops from the clouds, and either is absorbed by the soil or trickles into rivulets, brooks and creeks. He has noticed that it falls on cloudy days, and is familiar with its effects on growing plants. He will be found to have thought of the relations between rain and snow, and many other similar things. All this may be common-place, and sound less learned and studious than what is learned from books, but this lack is amply compensated by a larger element of real intellectual life, and a broadening power to observe and think.

# PLAYING WITH THE BAT UPSIDE DOWN.

OBJECT-LESSONS are a good thing. So was Jack and his Beanstalk. But there are some queer ducklets hatching in that brood. Object lessons continually remind one of those prayers one hears from well-meaning but empty-headed suppliants. These prayers are chiefly remarkable for the large amount of second hand information they give the Throne of Grace. Many object lessons give children information on such points as the flowing of water, the hardness, smoothness, and transparency of glass, the blueness of the sky, the scaliness of fish, and the possession of horns, hoofs, and tail by that inestimable quadruped the cow. The children are not at all like the Throne of Grace, yet the two things have this in common—both get second-hand information. strongly suspected, if not definitely known, that a normally witted child learns the flowing quality of water the first time he can get to a pail which he can pull over and deluge himself with, if he has not sooner acquired intimacy with its liquidness by slaking his thirst. The blueness of the ethereal dome is an old song before he "stops learning to go to school." As to the parts and attributes of his good friend the cow, if he has seen her and drunk her fresh warm milk, he knows them better before they were catalogued for him, than he does afterward.

There is no use in a common school-master's trying to outstrip mother nature. He will be distanced in the race every time he tries. It is small tribute to his intelligence that he is so injudicious as to enter into competition with her. After all, though, there is no real competition between mother nature and the grandmotherly school-mistress who gives object-lessons on glass, grass, fish, and cows. Nature is doing one thing and she is accomplishing an entirely different result. Nature gives the object-lesson, and she gives a word-lesson. To be plain about it, most object lessons add nothing to the children's knowledge, and succeed only in giving a certain kind of language-training. Such exercises are mis-named. They should be re christened language-exercises.

The bat is upside down in another way. A great many object lessons are read up in a cyclopædia or other reference book at night and given next day. It is now very well established that such a hand-to-mouth procedure is not calculated to give very good fiber to the intellect. They kill time, and deaden interest, so that after while the child feels a positive distaste for systematic study of objects. A French inspector of schools, quoted by Compayré in his Lectures says, with justice: "Objectlessons demand such a studied preparation, such a profound knowledge of the subject, so much tact and intelligence, and finally such a judiciously arranged collection of objects, that this kind of instruction has not yet gained a foothold in the schools. Much has been said about them in scholastic circles, and some teachers even pride themselves that they have been successful in their use; but up to the present time, they can be credited only with good intentions."

### AN OVERWORKED CAMEL.

THE educational camel gives evidence of being badly overworked. Sagging back, tottering knees, and falling head are

symptoms that the fatal straw has done its work. The camel is psychology. Not educational psychology, but plain general psychology. Everything, from the buying of scrub brooms to the development of the moral sentiment, has been loaded on the educational camel. To make matters worse the camel was at best a very indifferent kind of a camel. All psychology is not educational psychology any more than all plants are garden vegetables. But we have gone on uttering glittering generalities in psychology, and calling the result educational science, until there is a decided break-down in our over worked beast of burden.

This department of the Journal began pointing out, nearly four years ago, that general psychology was not any part of educational science, and the sooner we let it alone the better. there is a settled revolt against introducing foreign matter into educational science. At the Washington meeting of superintendents, inauguration week, a young Ph. D. with a fuzzy moustache and the odor commencement violets still upon him, read an interminable paper in which he made the astounding discovery that education is really founded on psychology. He omitted to say that blacksmithing is founded on hammering iron, and cobbling on pegging shoe-soles. This chapter out of the Day of Judgment was the signal for revolt among the old wheel-horses. Supt. Kiehle, of Minnesota, followed in a criticism which voiced the unanimous sentiment of the meeting. The gist of this was that the unscientific mother often knows better what to do with the little sufferer who is teething, than the most learned doctor of the science of medicine. He was applauded to the echo on this sentiment. Since that meeting the matter has gotten into the educational press and a battle of paper-wads is raging between the adherents of psychology and those who train under the banner of the opposition. Some dignified discussion has resulted from the sophomoric paper read at Washington. More of it has been undignified personal bicker. But there is a truth under all this.

As has frequently been pointed out, general psychology is too far away from the actual work of the school-room, to be of much practical use. Teachers demand immediate help. They are impatient at anything else. This has its good side. It has also a large and fully grown bad side. Teaching general psychology to those who need direct help is poor economy. Some other subject would do them more good. We can sometimes do one thing best by doing another. But this is not one of these cases. It is this remoteness of general psychology, coupled with the bookish quality of work done, which has brought the subject into disrepute. Instruction in a subject, which is just as good for the use of a dry goods clerk, or a lawyer, as for the teacher, is not looked upon as helping the problem of teaching sufficiently to justify the time and effort spent upon it.

Those who are launching distribes against psychology will do well to bear in mind the distinction between general psychology and educational psychology. They are as unlike as general chemistry and pharmaceutical chemistry, general botany and medical botany, or general physiology and surgical physiology. A failure to observe this distinction will entail the unpleasant deduction that it is ridiculous for a shoemaker to be acquainted with leather, a carpenter with wood, or a sheep-farmer with sheep. Educational psychology is nothing more than commonsense applied to the material upon which the teacher works—children's minds.

# PRIMARY DEPARTMENT.

(This Department is conducted by HOWAED SANDISON, Professor of Methods in the State Normal School.]

# LANGUAGE LESSON, AND COMMENTS THEREON.

[Concluded from last month.]

UPIL. I think it was the sphere on the Congregational Church steeple.

TEACHER. What other church has a big sphere on it? (The hands are raised and teacher indicates another pupil.)

Pu. The Pixipal Church.

Tr. Again, please. Say E-pis-co-pal.

Pu. The Episcopal Church has a sphere on it.

Tr. How many think that is right? (Hands are all raised.) What other church has a sphere on it? Jessie.

Pu. The Centenary Church has a sphere on it.

Tr. How many have seen the ball or sphere on Centenary Church?

[An opportunity to inculcate accurate habits of observation was not improved in connection with this point, by asking the pupil to observe further and report at a succeeding lesson. The observation would have shown the statement to be incorrect.]

(Hands are all raised.) What other church has a sphere on it? Bertha.

Pu. The Baptist Church. I stood on the other side, and I saw half of it.

Tr. Where would you stand to see the rest of it?

Pu. On this side.

Tr. No, I was not in this city, so it could not have been a sphere on any of the churches. Anna, what do you think it was?

Pu. On the Post Office there is a pole that they put the flag on, and there is a sphere on that.

[An opportunity to strengthen the attention by closely questioning the pupil upon the data given, and having her decide from them whether her statement in regard to the sphere on the flag-pole should have been given, was omitted. It is always a pupil's inalienable right to be allowed the opportunity of deciding for himself the groundlessness of his groundless statements.]

Tr. That is true, but I was far away from here, and could not see that little sphere. Now what was it? I was a long way from this city, and I was where some trees were growing, and they had flowers on them, and when the flowers are gone a kind of fruit comes, and on the tree was this sphere, which was just about so large. (Indicating the size with her fingers.) Now what do you think it was? (Hands are raised and teacher indicates a pupil.) Pu. I thind it was a little peach.

[The principle in regard to self-activity required that the statement concerning the peach, and the lime-blossom, should have led to close test questions to decide whether the pupils were able to determine from the region of the peach-tree and the

form of the lime blossoms that neither of these could be the sphere meant. The same principle is disregarded also in the treatment of the statements concerning the blue bird, field-mouse, and the robin.

Tr. It was not a peach. I was in a very warm country. (Hands are raised.) Pu. It might have been a lime-blossom.

Tr. It was not a blossom. It was like a sphere. What kind of a bird makes its nest like a sphere? Who is ready? Robert.

Pu. A blue bird.

Tr. A blue bird's nest is not like a sphere. What little bird makes such a nest? (Teacher indicates another pupil.)

Pu. I think it was the nest of a field-mouse.

Tr. Is the field mouse a bird? Pu. No, ma'am.

Tr. Jessie. Pu. I think it was a robin's nest.

Tr. A robin's nest is like half of a sphere, but this is like a whole sphere. Margaret.

Pu. I think it was a humming bird's nest.

[The principle of maximum activity rquired in this case an attempt to lead the child to set forth the grounds of his conclusion. Whether he was able to do so or not, the consideration of the grounds would tend to establish in the child an important habit—that of thinking of the reasons for his statements. This principle, it will be noticed, was conformed to in the case of the statement about the field-mouse's nest.]

Tr. That is right. How many have seen a humming bird's nest? (A few raised their hands.) I will show you a picture of a humming-bird's nest. (The teacher opens a book to a picture of a humming-bird's nest and lets each row of pupils pass up and look at it.)

Tr. One day a gentleman was walking out in a field and he saw a very cunning little sphere lying on a stick on the ground. What do you think it was? Robert.

Pu. I think it was a field mouse's nest.

Tr. Why do you think it was a field-mouse's nest?

Pu. Because a field mouse's nest was on a stick.

Tr. That is right. Now what else makes you think it was a field-mouse's nest? (Hands are raised.) Anna.

Pu. Because—. (The reporter did not hear the answer.)

- Tr. How many have seen a picture of a field-mouse's nest? (Few hands are raised.) Those who have not may come to the table and look at the picture. Those who have may keep their seats.
- Tr. (After the pupils have taken their seats.) One day a lady was taking a walk by the ocean. It was in a very warm country and a long way from here, and she looked down into the water and she saw something like a sphere, and what do you think it was? (Hands are raised.) Claude.
  - Pu. ——— (Reporter did not hear the answer.)
- Tr. No, it was not that. Now think what it could have been. Robert. Pu. It was a shell.

[The children would have obtained a higher degree of training if they had been required to test the statement as to the shell and the pond lily by data that they were already in possession of.]

Tr. Who has seen a shell like a sphere? (No hands are raised.) Rose, what do you think it was?

Pu. It might have been a pond lily.

Tr. That is more like a half sphere. This was a sphere. (Hands are raised.) Claude.

Pu. I can see what it was this afternoon. I will look in the water when I go home.

[The principle that all instruction on the part of the teacher should be based upon a knowledge of the exact state of the pupil's mind was disregarded in allowing these two statements to pass unquestioned.]

Tr. I would like to know now. What do you think this was, Margaret? Pu. I think it must have been a fish.

Tr. It was a fish like this. When this fish sees its enemy coming to hurt it, it can puff itself up and make itself like a sphere, and cover itself with something that resembles little horns; why? Margaret.

Pu. Because a big fish might eat it.

[The educational principle that instruction should be based upon a knowledge of the real state of the pupil's mind, was violated by permitting this statement and the succeeding one to pass without ascertaining the child's reasons for making them.]

Tr. Rose. Pu. He might grow up that way.

Tr. Well. But I have asked why this little fish puffs itself up in this way. Robert.

Pu. So the big fish can not eat him.

Tr. Right. When he puffs himself up in that way the big fish can not eat him; so that is the way this little fish takes care of himself. I am going to tell you his name, for we may talk about him some other day. His name is Chaetodon. What is his name, Lily? Pu. Chaetodon.

Tr. Herbert, tell me his name. Pu. Chaetodon.

Tr. That is right. Now I am going to show you the picture of a Chaetodon. (Children passed up and looked at the picture as before.)

Tr. (After the children are seated.) I was going past a little boy's house one day and he was making some little spheres, and they had beautiful colors, red, blue, green, and yellow. Can you think what these spheres were? (Hands are raised.)

Tr. Claude. Pu. I think they were clay.

Tr. No, clay is not pretty, nor has it any pretty colors.

[The principles of self activity and of accuracy were not obeyed in this case in that the habit of making his conclusions conform to known facts was not strengthened. The same principles called for a test in the next case as to the reasons for thinking these spheres were bubbles ]

Tr. Englehardt. Pu. I think they were bubbles.

Tr. You think they were bubbles. Who would like to see some bubbles? (Hands are raised.) Who would like to make some? Bertha may try. (Teacher has a little bucket with some soap suds in it. She hands that and a spool to Bertha, who tries to make the bubbles, but does not succeed.)

Tr. Herbert may try. (Herbert tries but does not succeed.)

Tr. Let me try it, Herbert. (Teacher makes a very large one, and children raise hands.)

Tr. What is it, Rose? Pu. It is like a sphere.

Tr. How is it like a sphere, Lily?

Pu. It has a curved surface.

Tr. That is right. Supposing I could get the bubble away from the spool, what would it do?

[The point to be gained by this and the three succeeding questions?] (Hands are raised.) Bertha.

- Pu. It would fly around in the air.
- Tr. Would a sphere do that? Pu. No, ma'am.
- Tr. What can a sphere do? (Teacher indicates a pupil.)
- Pu. It can roll.
- Tr. How many have seen a sphere roll? (Hands are all raised.) So have I.
- Tr. Now, this row of pupils may name a kind of fruit that is like a sphere. The second row may name something they have seen in this city that is like a sphere. The third row may name——(the reporter did not hear,) that is like a sphere. Are all ready? (Hands are raised.) Anne.
  - Pu. A nut is like a sphere.
  - Tr. What kind of a nut, Anne?
  - Pu. A walnut is like a sphere.

[What was the appropriate treatment of this answer, since its accuracy had been previously called into question?]

- Tr. Next. Pu. (Hesitates.) Tomatoes are like a sphere.
- Tr. Yes, something like a sphere. Next.
  - Pu. A cabbage is like a sphere.
  - Tr. Is that a fruit or not?
  - Pu. Yes, ma'am, it is a kind of fruit.
- Tr. Who knows what to call a cabbage? (Hands are raised.) Bertha. Pu. I think we would call it a vegetable.
  - Tr. Can a vegetable be called a fruit?
  - Class. No, ma'am; it can not.
  - Tr. Next. Pu. A strawberry is like a sphere.
  - Tr. Yes, a little; not very much. Next.
  - Pu. A cherry is like a sphere.
  - Tr. You are not to think of fruit. Next.
  - Pu. A field-mouse's nest is like a sphere.
  - Tr. Next. Pu. A humming-bird's nest is like a sphere.
  - Tr. Next.
  - Pu. An ant-eater rolls itself up and it is like a sphere.
  - Tr. Herbert. (Pupil hesitates.)
  - Tr. Claude. (Claude fails to answer.) Rose.
  - Pu. You have buttons just like a sphere.
- Tr. That is good. I am glad you noticed they are like a sphere. Next.
  - Pu. A chicken's body is like a sphere.

- Tr. Something like it, but it is more like something else we talk about. Next. Pu. A ball is like a sphere.
  - Tr. Yes. Next. Pu. An "O" is like a sphere.
- Tr. How could you make an "O" out of this? (Teacher holds up the ball.)
  - Pu. Take the center out and it would be an "O".
- Tr. Would it be an "O"? Let us see about that. How could I make an "O" out of this sphere, Harry?
- Pu. You would have to take the sphere and cut a slice out of the middle and then cut the inside out of the slice.
- Tr. That is right. Now, there is a tree grows in front of Herbert's house, and it has little balls on it. Who knows what they are? Herbert. Pu. They are sycamore balls.
- Tr. That is right. Now, if one of you should find a ball this afternoon, as a little boy in this room once did, and when you would break it open a fine dust would come out, what would you call it? (Hands are raised, and teacher indicates a pupil.)
  - Pu. A powder ball.
- Tr. No, that is not the name for it. Who can tell? (Hands are raised.) Anne.
  - Pu. I think it would be called an oak ball.
- Tr. That is right. Perhaps one of you will find such a ball this afternoon.

# COUNTRY SCHOOL DEPARTMENT.

[Conducted by W. H. CAULKINS, Supt. Tippecanoe County.]

# SUMMER READING FOR THE TEACHER.

will do more or less reading. Why not do this in the line of our work? The purpose we have in mind in this article is to suggest a few interesting books which the teacher may read profitably during the vacation. These are chiefly science-books and may be made very fascinating by using them in actual study of nature. They are none of them technical.

The first we have in mind is Burroughs' "Wake Robin."

"This is mainly a book about Birds, or more properly an invitation to the study of Ornithology." "What is offered is a careful and conscientious record of actual observations and experiences, and is true as it stands written, every word of it." The book is charmingly written and must interest any intelligent person. Others of Burroughs' will be found from this book.

"Tenants of an Old Farm," by Henry C. McCook, will be enjoyable as well as instructive. It is about Insects, and the habits of spiders, bees, crickets, ants, katydids, cicadas, grass-hoppers, etc., are described by a pen that is evidently familiar with the subject.

"Country Cousins" and "Friends worth Knowing," by Ingersoll, will be found interesting.

Shaler's "First Book of Geology" is a clearly written, scientific book, and is intelligible to ordinary pupils.

Try one of these books mentioned, and we feel sure you will ask for more. Not only will it be entertaining, light reading for the vacation, but will prove of some use in next year's work. It is not necessary to pore over musty and technical books when we have such charmingly written ones as these to go to.

# "CRAMMING."

We are most of us expecting to be examined either this month or next, and despite the protests we have heard and those we have uttered ourselves in our school rooms, we are all at work "cramming" for that examination. Now this may be made a means of good if we only knew it. There is all the difference in the world in the methods of preparing for examinations. The injurious "cramming" is that which begins at one end of the Physiology and reads it through, trying to memorize it from beginning to end. This is bad because it is superficial in its results and must all be done over next year.

Now suppose we try some such plan as this: Read over the chapter carefully and seize the main points of it. Set these down as heads. Then go over the text on each point carefully and get the sub-heads. Put these in for each main head. If a far-

ther subdivision is necessary continue it minutely. A careful analysis of the text in this manner will give you a grip on the subject not otherwise attainable. Further, it is not an injurious way of reviewing or "cramming," but is very beneficial. The power of keen logical analysis is just what each of us needs in his every-day life as well as in the school room. It doesn't do to merely copy the outlines. Only by arranging them yourself will they be of value.

After the outline is finished, taking in the whole book, go over the outline carefully point by point, without the book, looking up what you have forgotten. Finally memorize the main heads, and the first sub heads, and you can trust to your knowledge being now sufficiently exact to recollect the rest of the work. As an example we present the following outline made just now from a text-book, at random:—

```
Turtles.
       953.
9531. Gen. Char.
             Shell—carapace—plastron—scales.
     95311.
     95312.
             Jaws.
             Eyes.
     95313.
     95314.
            Limbs.
9532. Families.
             Marine.
     95321.
                     Leather turtle.
           953211.
           953212. Loggerhead turtle.
           953213. Green turtle.
           953214. Hawkbill turtles.
             Soft shelled turtles,
     95322.
     95323.
             Land turtles.
9533. Notes.
     95331. Elephant turtle-for size.
     95332. Extinct turtles.
```

If teachers and pupils "cram" by this method nothing can be said of its being an injurious process, for it is not.

## INSTITUTE NOTES.

THE same thought we had above applies equally well to taking note at county institutes. It is not he who fills his book with fragmentary sentences and catch-words that gets the most out of a talk, but he who gets the speaker's main thoughts and details

in their proper order and relation. To do this requires close attention and logical analysis at the same time. There is everything in knowing how to work. The trained mind differs from the untrained in nothing more than in this one line of knowing how to get the essential parts of anything without the unimportant details. And here is one of the most important differences between the child teacher and the bungler.

## MAKE AN IMPRESSION.

#### MACK SAUBA.

- "Miss Blank, do you remember my mentioning to you that your second year children were disorderly in dismissal, and asking you to correct the fault? I notice that they are still noisy, and some of them loiter about the premises for half an hour, disturbing those still in session."
- "I told them several times as I dismissed them, that they must go right home, and not make any noise around the school."
- "Well, you find that it is not sufficient to "tell" these little ones a thing, do you not?"
  - "Yes, they forget."
- "It is not exactly forgetting; there was nothing to forget, for the matter made not the necessary impression upon them. It did not enter their heads thoroughly.

Remember that they are children; they hear a command but in a vague sort of way, and many of them obey it only as they see others do so. They have not learned to listen in such a way that your words penetrate to their innermost thought,—if they have any. They are creations of impulse and imitation, and must be trained to habit.

'Telling,' in a general way to little children is like pouring water on a duck's back, it does not stick. In the first place, when you tell them to or not to do, you must be sure that they take in your words, and then you must follow them up, not letting them from under your hand and eye until they have carried out your instructions, and pursue this course till they have acquired the habit of heeding your voice and feeling all over that

your word is law and of obeying it naturally and willingly. You can not accomplish this by sitting at your desk and giving directions which they must keep in mind. The very next movement takes their notice and your words are gone like smoke. They could not repeat them if asked to do so. Out they go, pell mell, they do not know what 'quiet' means, while you remain at your desk, hearing nothing, seeing nothing, and are surprised that they forget.

If you wish your influence over them to amount to anything, you must enforce their attention and obedience, kindly, of course, till these two qualities become them like a well-made garment. They must look up to you with confidence and respect; then you are ready to instruct.

# EDITORIAL.

YES, IT'S A FACT.—What's a fact? Why, that several teachers still allow their names to stand on the *unpaid* list, and yet have sent no excuse for their delay of payment.

WE are still in want of a few more February Journals, to supply persons who are very anxious to complete their files. If you do not care to preserve the files of the Journal please send the Feb. No. and have your subscription extended one month.

ORDERS for change of address of the Journal should reach this office not later than the 25th of the month, as the mailing list is made up at that time. Orders for change later than this always makes necessary double mailing. Don't forget to give the old address as well as the new.

SCHOOL-HOUSES TO BE INSPECTED.—The State Board of Health is to make a sanitary survey of all the school-houses in the state. It is to be systematic, covering heating, location, ventilation, and water supply. Wherever defects are found, the trustees will be ordered to remedy them. An investigation is also to be made of the sanitary conditions surrounding the jails and poor-houses.

THE PRIMARY DEPARTMENT is made up this month of an actual lesson in reading, reported *verbatim* by a short-hand reporter. The lesson began in the May Journal and is concluded in this. Such lessons have been occasionally reported before, and have been regarded

as very valuable. This lesson has increased value, from the fact that Prof. Sandison has interpolated comments, criticisms, and suggestions, at frequent intervals. The article should be read carefully by every primary teacher, and it contains valuable hints for teachers of all grades.

SCHOOL BOOKS.—The State Board has advertised for bids to supply the state with school books, and the bids will be opened May 28, but the Journal must go to press before that date, and so can not announce the result in the June issue. At this writing, May 22, no bids have been received, and it is not yet known whether or not any will be received.

At the May meeting many county boards expressed a preference to choose their own books, and some went so far as to resolve that they would continue to use the books now in use. "We shall see what we shall see."

## WHEN SHOULD TEACHERS AND SUPTS. BE ELECTED?

The Journal is on record in favor of election by the "old board." The Supreme Court has decided definitely that the old board has the right to elect, and it is certainly in the interest of the public service that the old board should elect.

It is only simple justice that teachers and superintendents should know at the close of school whether or not they are to be retained. If they are not to be re-employed they need to know it as early as possible, before all desirable places have been filled. On the supposition that the outgoing member of the board is as capable as the incoming man, his experience and inside knowledge will make him much the better judge of qualifications of teachers to be re-elected. Law and reason both favor re-election by the "old board."

## THE NATIONAL TEACHERS' ASSOCIATION.

The preliminary announcement of the meeting of the National Association at Nashville, July 16-19, says that the railroads will grant half-fare rates, and offers the following program for the first evening:

I. Addresses of Welcome.—The Governor, and the State Supt., for Tennessee; the Mayor, for Nashville; the Commissioner of Education, for the United States.

RESPONSES.—President Marble, Treasurer Hewett, Secretary Canfield, for the Association; Rev. J. A. B. Lovett, for the South; Vice-President W. E. Sheldon, for the East; Vice-President Ira G. Hoitt, for the West; President J. L. Pickard, Hon. A. G. Lane, Hon. J. M. Greenwood, for the Centre.

The remainder of the program for the meeting is fully up to the highest standard.

There seems to be some hesitation about going "down south" on account of the heat. The writer attended an association at Nashville several years ago, and one more recently at Atlanta, Georgia, and did not suffer with the heat on either trip. The warm season is of course longer in the south, but not more intense, as a rule, than further north. The chances are that the weather will be pleasant and that the trip will be highly enjoyable.

Indiana should send a large delegation.

# IT IS TWO YEARS.

As heretofore announced the new law relating to the exemption of teachers from examination in some of its parts used the words "three years" and in other parts used the words "two years," in such a way as to make its meaning doubtful. The State Supt. referred the matter to the Attorney General, who decides as follows:

The legislative history of the act in question shows that it was introduced in the Senate by Senator Johnson, where it passed after being amended in some particulars. The bill then went to the House, where it was referred to the committee on education. The last proviso in the bill, as it passed the Senate, contained the words "three years" in connection with the word "license" wherever it is now found therein, and it went in that condition to the committee mentioned. That committee, the Attorney General shows by quoting its report, recommended that the words "three years" be stricken out and the word "two" inserted. The report was adopted, the bill amended accordingly, and so it passed the House. The Senate then concurred in the House amendment. In that way the word "two" was inserted where it now appears in the last proviso of the act. By an oversight, the Attorney General thinks, the change was not made all through the act. thus holds that the act must mean that any person who has taught for six consecutive years in the state, and now holds a two years license, instead of three, shall be exempt from examination.

The section of law was printed in the April Journal, page 244, and to make it consistent with itself and with what ought to be it was made to read three years all through. In the light of this ruling it should read "two years" all through.

#### DR. E. E. WHITE AND THE CINCINNATI SCHOOL BOARD.

The School Board of Cincinnati has been in bad repute for many years. The members of the board kept in their own hands the power to appoint teachers, and it has been charged repeatedly that in many districts a teacher could only keep her place by paying for it, and that

in some cases the payment was not in money. This opinion became so prevalent that two years ago a law was passed putting into the hands of the superintendent the nomination of all teachers and principals, and taking all power out of the hands of the individual trustees.

Dr. White as Supt. saw the danger of this law to himself, but boldly assumed all responsibility, and nominated teachers without fear or favor. The result has been two years of clean work and a marked improvement in the schools; and on the other hand the decapitation of Dr. White as Supt. When these time-serving men found they could not control the appointments in their several districts in their own personal interest, they joined in securing the defeat of Dr. White's re-election.

The Cincinnati School Board has by this act added another foul blot to its already unsavory reputation, while Dr. White, by his courage—ous devotion to duty and principle, has added to his already excellent position as one of the foremost educators of the country.

Mr. White's successor (a Mr. Morgan) was many years ago a principal in the Cincinnati schools, but for the last twenty years has been an insurance agent. A part of this time he has been a member of the school board, and on the board of examiners. Mr. Morgan has the reputation of being a respectable citizen, but the fact that he made an active personal canvass of the board to secure his own election, while Dr. White was filling the place with ability and willing to accept a re-election, will place him "low down" in the estimation of all educators.

There is an unwritten law among superintendents that it is dishonorable to strive for a place as against a present incumbent.

# QUESTIONS AND ANSWERS.

# STATE BOARD QUESTIONS USED IN APRIL.

|These questions are based on the Reading Circle work of 1887 8 ]

WRITING AND SPELLING.—The penmanship shown in the manuscripts of the entire examination will be graded on a scale of 100, with reference to legibility (50), regularity of form (30), and neatness (20). The handwriting of each applicant will be considered in itself, rather than with reference to standard models.

The orthography of the entire examination will be graded on a scale of 100, and 1 will be deducted for each word incorrectly written.

GEOGRAPHY.—1. What physical conditions secure a copious rainfall in the valley of the Amazon?

- 2. Locate five great seaports of Asia, and state the conditions that have given them their commercial importance.
- 3. What and where are the following: Java, Porto Rico, Glasgow, Havana, and Honduras?
- 4. Name all the important cities on the Ohio, and explain the commercial relation of each to New Orleans.
- 5. What direction from London are the following cities: Dublin, Madrid, Rome, Rio Janeiro, St. Petersburg?
- 6. Name the countries that border on the Mediterranean Sea, with the capital and seaport of each.
- 7. Compare and contrast the northern slope of the Great Central Plain of North America with the southern slope, as to climate, vegetation, and conditions of commerce.
- 8. Draw a map of Pennsylvania, and locate rivers, mountains, and cities.
- 9. Compare that portion of North America included between the 40th and 50th parallels with that portion of Europe included between the same parallels, and account for any difference of climate that you notice.
- 10. In what zone is Mexico? Argentine Republic? Labrador? Melbourne? San Francisco?

ARITHMETIC.—1. a. Name the prime factors which form the L. C. M. and those which form the G. C. D. of 56, 294, 1,260.

- b. Simplify  $\frac{\frac{3}{2} \times \frac{2}{2} \times \frac{3}{2} 1}{\frac{3}{2} \times \frac{3}{2} 1}$
- 2. Find the interest at 8% of \$5,000 borrowed from a minor 12 yr. 6 m. 15 d. old and retained until he is of age.
  - 3. When is the product less than the multiplicand?
- 4. A man bought a farm containing 4,800 acres. To one son he gave  $\frac{1}{6}$  of it, to another  $2\frac{1}{2}$  times as much; he sold  $\frac{3}{6}$  of what he had left at \$50 an acre; how much did he get for what he sold?
- 5. a. If the square root of a number is represented by three (3) figures, how many figures will represent the number itself? b. Find the square root of the sum of the squares of .2, .4, .6, .86.
- 6. Bought goods for \$600 cash and sold them the same day for \$769.03 on 9 mos. credit: what did I make by the transaction, money being worth 8%?
- 7. Two windows, on opposite sides of the street and opposite each other, are each 28 feet from the ground; a ladder reaching from the middle of the street to either window is 53 ft. long; what is the shortest line that will reach from one window to the other?
- 8. a. Upon what principle does cancellation depend? Illustrate by an example. b. Explain the multiplication of one fraction by another.
  - 9. How many square feet of boards will it take to enclose a piece

of land 80 feet 10 inches long and 60 feet 8 inches wide, with a close fence of 7 feet 6 inches high?

- 10. A field of wheat containing 8½ hektars has furnished 600 sheaves per hektar; 2 sheaves of wheat have furnished a bundle of straw weighing 5 kilograms. What will the whole straw bring at \$15 a ton? (Any seven.)
- U. S. HISTORY.—Discuss within reasonable limits any three of the following:—
  - 1. The Greenback and the question of inflation.
  - 2. The Ordinance of 1787, its origin, authorship, and influence.
- 3. A comparison of the financial condition of the nation at the close of the Revolution with that at the close of the Rebellion.
  - 4. Civil Service Reform
  - 5. The Stamp Act.

SCIENCE OF EDUCATION.—1. What is your view as to what the education of the public schools is to do for the child?

- 2. What was the ancient Jewish ideal of human culture and education?
- 3. Is it the duty of the public school to train the physical nature and power of the child? Give reasons for your answer.
- 4. What forms of mental activity are chiefly exercised in the study of United States History?
- 5. In school instruction, management and discipline, is it possible always to proceed in accordance with principles deliberately chosen? How can these principles be found and mastered by the teacher?
- 6. What ideas or considerations, in your opinion, enter into the determination of a reasonable method of instruction in any subject?

Physiology.—1. Describe a cell.

- 2. Define an organ.
- 3. What is the function of the choroid coat of the eye?
- 4. Name several of the leading chemical elements that enter into the composition of the body.
- 5. Describe the periosteum.
- 6. What great cavities are formed in the body?
- 7. Describe the structure of the thorax, and state its main office.
- 8. What is a food?
- 9. Name the three leading parts of the digestive apparatus.
- to. What are the best preventives of dyspepsia?

GRAMMAR.—1. Write a short letter, making application for a position.

2. Punctuate the following:

Indianapolis Indiana July 25 1888 Poor Arnold dying of hunger panting with thirst hugs the rock frantically

- 3. Write a sentence using as as relative pronoun. One using that as a relative pronoun.
- 4. Write sentences illustrating three uses of the nominative case Write sentences illustrating three uses of the objective case.
  - Merciful sound, sing me a hoarse, rough song,
     For there is other music made to-night,
     That I would fain not hear.

Parse the words in italics.

- 6. Analyze: Let me make the songs of the people and I care not who makes the laws.
- 7. Give the past tense and past participle of each of the following verbs and use each in a sentence of not less than five words: abide, lie (to recline), strive.
- 8. Give two plurals for each of the following nouns and explain the differences in meaning: brother, genius, index, die, penny.
- 9. Sweet it is to have done the thing one ought. Parse the words in italics.
  - 10. Analyze the foregoing sentence.

(Answer any seven, not omitting the first and second.)

READING.—"Whoever has made a voyage up the Hudson must remember the Kaatskill Mountains. They are a dismembered branch of the great Appalachian family, and are seen away to the west of the river, swelling up to a noble height, and lording it over the surrounding country. Every change of season, every change of weather, indeed every hour of the day, produces some change in the magical hues and shapes of these mountains, and they are regarded by all the good wives, far and near, as perfect barometers. When the weather is fair and settled, they are clothed in blue and purple, and print their bold outlines on the clear evening sky; but sometimes, when the rest of the landscape is cloudless, they will gather a hood of gray vapors about their summits, which, in the last rays of the setting sun, will glow and light up like a crown of glory."—Irving.

Write five questions on the above, suitable to be given to pupils to bring out the thought.

The candidate will read a selection, and will be marked thereon on a scale of 50

# ANSWERS TO PRECEDING QUESTIONS.

HISTORY.—1. The legal-tender notes, commonly called Greenbacks, were issued by act of Congress 1862. The first two issues amounted to \$300,000,000. By subsequent issues this amount was swelled to \$400,619,216. The volume has been decreased by retirement to \$300,000,000. The faith of the government is pledged for their redemption, and they are quoted at a premium.

Inflation is a scheme for swelling the volume of currency to almost unlimited proportions, which includes the retirement of U. S. bonds and the payment of the public debt.

- 2. The Ordinance of 1787 had its origin in the plan for the organization of the Northwest Territory. Each state mentioned relinquished its claim on the territory. Thomas Jefferson, though not in Congress, was its author. The prohibition of slavery within its borders, and the general provisions for education struck a fearful blow at slavery.
- 3. The United States at the close of the Revolution had a debt of \$80,000,000 to be provided for. The population was less than four millions, and the ability to collect sufficient revenues was meagre. The genius of Alexander Hamilton overcame every obstacle and the entire debt was promptly paid. The condition of the country at the close of the Rebellion was quite similar. A population of forty millions had to provide for the payment of a debt of \$2,700.000,000. The ability of the government at this period to collect revenues was more firmly established than it was at the close of the Revolution.
- 4. The distribution of public offices, for partisan purposes only, has been a serious menace to our government for a long time. In the Forty-seventh Congress a bill was passed to provide for a Civil Service Commission. By this plan examinations are held for determining the competency of applicants for positions in the departments, as specified in the Civil Service Act.
- 5. By an act of the Pritish Parliament in 1765, all contracts, bonds, deeds, writs, and public documents were required to be on paper bearing the government stamp. The paper was sold at a very high price, and from such sales large revenues were collected. This enraged the colonies. In Massachusetts and Virginia the opposition was very violent. In the course of his remarks on this question in the House of Burgesses of Virginia, Patrick Henry made his celebrated attack on George 111. It was with the greatest difficulty that the act was enforced. On the 19th of March, 1776, the Stamp Act was repealed by Parliament.

GEOGRAPHY. — I. The Andes Mountains on the western coast, trending north and south; the southeast trade winds, laden with moisture, sweep over the continent; a large part of the continent lying in the Torrid Zone; all these conditions are favorable to an abundant rainfall.

- 2. Beyroot and Jaffa on the Mediterranean are the principal seaports for the west of Asia. Yokohama in Japan has a fine harbor. Shanghai in China is situated at the mouth of the Yangtse-Kiang. Bombay and Madras in India are the principal cities on the coast.
- 4. Pittsburg, Wheeling, Louisville, Cincinnati, Evansville. These all being on the Ohio, trade with New Orleans and the South, sending

down the river coal, provisions, manufactured articles, wheat, etc., and receive in turn cotton, sugar, tobacco, tropical fruits, etc.

- 7. The climate of the former is cold, that of the latter from temperate to tropical. The vegetation of the former is not so luxuriant as that of the latter. Owing to the rigorous climate and the small population the commerce of the former is not nearly so extensive as that of the latter.
- 9. The climate in this zone in America is very much colder than that of the same belt in Europe. The reason for this is that in America the mountains trend north and south, and the cold winds from the North have free access; while in Europe the mountains trend east and west and shut out the winds from the North. Also, the proximity of the great Sahara desert and the Mediterranean greatly modify the climate.

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ARITHMETIC.—1. a. L C M = 2.2.2.3.3.5.7.7 = 17640.

G C D = 2.7 = 14.

b. \frac{3}{2} \times \frac{3}{2} \times \frac{3}{2} = \frac{27}{8}, \frac{27}{8} - 1 = \frac{19}{6}, the numerator.

\frac{3}{2} \times \frac{3}{2} = \frac{9}{4}, \frac{9}{4} - 1 = \frac{1}{4}, the denominator.

\frac{19}{8} \times \frac{4}{5} = \frac{19}{10} = 1\frac{9}{10}. Ans.
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- 2. The time is 8 yr. 5 mo. 15 da. The decimal corresponding to this interest of \$100 for this time at 6% is .507½; multiplying \$5000 by this gives \$2537.50, interest at 6%; by adding one-third of this sum we have \$3383.33½, the required interest.
  - 3. When the multiplier is less than one.
  - 4.  $\frac{5}{2}$  of  $\frac{1}{6} = \frac{5}{12}$ , second son's share.  $\frac{1}{6} + \frac{5}{12} = \frac{7}{12}$ , what both received.  $\frac{5}{12} = \text{part left.}$   $\frac{2}{12}$  of  $\frac{5}{12} = \frac{5}{12} = \text{part sold.}$  $\frac{5}{12}$  of  $\frac{4800}{12}$  A.  $\frac{5}{12}$  of A.
  - 5. a. 5 or 6 figures b.  $(.2)^2 = .04$ .
    - $(.4)^2 = .16.$  $(.6)^2 = .36.$

 $(.86)^3 = .7396$  Their sum is 1.2996; the root is 1.14. Ans. 6. The P. W. of \$769.03 for 9 mos. at 8% is \$725.50.

\$725.50 — \$600 = \$125.50 gain.

If bank discount be used the gain is \$122.38.

- 7.  $2\sqrt{53^2-28^2}=90$  feet. Ans.
- 8. (a) Upon the principal that dividing both dividend and divisor by the same number does not alter the quotient. 100 + 40 = 2½; cancelling the common factor 20, 5 + 2 = 2½, the same result.
  - (b) Let it be required to multiply \(\frac{2}{3}\) by \(\frac{4}{5}\); 4 times \(\frac{2}{3} = \frac{8}{3}\); but here the multiplier is 5 time too large, so also is the product. Hence we must divide \(\frac{8}{3}\) by 5, which gives \(\frac{18}{16}\).

- 9. The sum of twice the length and twice the width gives the perimeter 283 ft.;  $283 \times 7\frac{1}{2} = 2122\frac{1}{2} \text{ sq. ft.}$ 
  - 10.  $600 \times 11_2' = 5100$ , the number of sheaves.  $5100 \times \frac{6}{2} = 12700 =$  number of kilograms.

I kilogram = 2.2046 pounds.

12750 kilograms = 28108.65 pounds = 14.0543 tons.

14.0543 tons (a) \$50 = \$702,716.

GRAMMAR.—2. Indianapolis, Indiana, July 25, 1888. Poor Arnold, dying of hunger, panting with thirst, hugs the rock frantically.

- 3. The meetings should be held at such times and places as are convenient to a majority. He is the man that was wounded.
  - Me'is a personal pronoun, first person, objective case, after a preposition understood.

For is a conjunction, connecting the two clauses.

Made is a perfect passive participle used as an adjective, modifying music: or is made may be parsed together as the predicate of the clause.

That is a relative pronoun, objective case, after the word hear. Fain is an adverb, modifying would hear.

- 6. A complex sentence. "I care not" is the principal proposition: subject I, predicate care. "Who makes the laws" is the first subordinate proposition, used as the object of care: subject who, predicate makes, object laws. "Let me make the songs of the people" is the second subordinate proposition, subject you or thou understood; let is the predicate; (to) make the songs of the people is the object of let.
  - 8. Brothers-members of the same family.

Brethren-members of the same society.

Geniuses-talented people.

Genii-fabled super-human beings.

Indexes—tabulated reference lists.

Indices—figures denoting certain roots to be extracted.

Dies-pieces of metal used for stamping or cutting.

Dice-small cubes used in games of chance.

Pennys-referring to a few.

Pence-referring to an indefinite number.

9. It is a pronoun in the absolute case, used independently.

To have done is a verb, active voice, infinitive mood, perfect tense, and is the grammatical subject of the verb is.

Ought is a defective verb, in the third person singular, present, indicative; its subject is one. It is not an auxiliary verb here.

Physiology.—3. It contains the blood vessels that nourish the eye, and is of a dark color in order to absorb all rays of light which do not fall upon the retina.

4. Oxygen, hydrogen, nitrogen, carbon, phosphorus.

- 7. The thorax is the cavity of the body inclosed by the ribs, sternum, spinal column, and diaphragm. It is immediately above the abdomen and separated from it by the diaphragm. It is of a conical form with the base downward. Its principal office is to contain and protect the heart, lungs, and large blood vessels,
- 8. Food is any substance which contains the elements necessary for the body in proper proportions and conditions.

SCIENCE OF EDUCATION.—1. The aim of the public schools should be to develop, expand, and cultivate the mental powers of the pupil. To secure healthy, vigorous, and systematic growth of mind and body. To lay the foundation upon which he may safely build.

- 2. The essential idea was moral and religious instruction and education in the love of country. Fathers taught their children the nation's history, and the great events that marked their destiny.
- 3. Yes, to a certain extent. A healthy mind requires a healthy body, and children should be taught to know the laws of health and to observe them.
  - 4. Memory, reason, imagination, and judgment.
- 5. Yes; by studying the laws of the mind, the disposition of the children, and by experience and observation.
  - 6. Such as the following:
    - 1. The object to be accomplished.
    - 2. The age and capabilities of the pupils.
    - 3. The time required.
    - 4. Clearness and simplicity.
    - 5. To stimulate the pupil to greater effort.

# DEPARTMENT OF QUERIES AND ANSWERS.

[This Department is conducted by J. C. GREGG, Superintendent of the Brazil Schools, Direct matter for this department to him.]

#### QUERIES.

- 194. What is the difference between commission and brokerage?

  S. W. PETERS.
- 195. After the Treaty of Paris in 1763, what European nations held claims in North America? If Spain kept anything, what and how bounded?

  GEO. W. DEALAND.
- 196. What reasons are assigned why the ancient Greeks regarded Olympus as the home of the Gods? FRED. JAMES.
- 197. A road 6 rods wide comes in 20 rods from the N. E. corner of a square quarter section of land, and goes out 20 rods from the S. W. corner; how much land does the road occupy? L. F. HAZELTON.

198. Who is the President of Mexico?

A CANADIAN.

199. Name the author of the following:-

"Count that day lost whose low descending sun, Views at thy hand no worthy action done."

LIZZIE JOHANTGEN.

200. How many bbl. flour at \$8 and \$8.50, with 300 bbl. at \$7.50, 800 at \$7.80, and 400 at \$7.65, will make 1890 bbl. at \$7.85? C.

#### ANSWERS.

180. Let a = 43560, number of sq. feet in an acre.

x = number of sq. feet in side of square.

Then  $2 \times =$  number of acres.

Also, x<sup>s</sup> = number of acres.

a 
$$\therefore \frac{x^2}{a} = 2 x$$
, whence  $x = 2 a$ .

For the circle-

Let x = number of feet in radius.

Then  $2 \pi x = \text{circumference}$ ,

and  $\pi x =$  number of acres.

Also,  $\pi x^2 =$  number of acres.

 $\therefore \pi x^2 = \pi x, \text{ whence } x = a,$ 

and 4 a  $-\pi$  a = a (4  $-\pi$ ) = 37392.224, required difference. A. M. Scripture.

181. By James A. Garfield, in New York City, the morning after the assassination of President Lincoln. to quiet a mob.

J. H. GILDERSLEEVE.

182. The square of the long side is 16 times the square of the short side; and the square of the diagonal is 17 times the square of the short side. Hence  $\frac{1}{17}$  of 6800 = 400 = square of the short side, and the sides are 20 and 80 rods.

P. A. YODER.

183. Zět-zē.

W. A. WETTER.

184. Germany.

JAS. F. HOOD. W. A. WETTER.

The United States. 185.  $x^2 - 4y^2 = 9$  (1)

 $xy + 2y^2 = 6$  (2)

From (2)  $x = 6\frac{7}{7}2y^2$ . Putting this in (1) and reducing 33  $y^2 = 36$ ,  $y^2 = \frac{36}{33}$  and  $y = \frac{1}{7}\sqrt{\frac{12}{12}}$ , and  $x = \frac{1}{7}\sqrt{\frac{127}{12}}$ .

R. J. A.

186. The stakes may be arranged in 12 rows as follows:-

making 128 stakes in all.

R. J. A.

#### CREDITS.

R. J. A., 180, 182, 185, 186; J. H. Gildersleeve, 180, 181, 182, 183, 185; A. N. Wimpy, 181-2; W. F. Axtell, 185; Jas. F. Hood, 182-3-4-5; H. Stuhrman, 180-1-2-5; D. R. Brown, 180-2-5-6; W. A. Wetter, 181-3-4; Ben. G. Elder, 186; Fred James, 181-3-5; 'Thai', 180-2-5: A Canadian, 164; A. M. Scripture, 180-2-5; C. F. Maxwell, 182; G. G. Evans, 181; A. D. Trueblood, 181; Kittie E. Palmer, 182-5; Anon, 182-5-6; O. M. Louden, 171-2-3-181; Lizzie Johantgen, 181-9-190: J. P. Stephens, 181; L. F. Hazelton, 181-2; S. W. Peters, 182; J. S. George, 185; Ida L. Winter, 181; P. A. Yoder, 180-2; E. J. Fermier, 180-1-2-3-5; E. E. Friedline, 173-5-7-181-3.

#### CRITICISMS.

"A Canadian" says Mr. Tomlin's answer to No. 164 is incorrect; that Guelph was the Queen's maiden name, and that her present name is Saxe-Coburg-Gothe, or as Americans would say,—Gothe. "Canadian" should give his name and quote authority. Let us hear from him.—ED.

# MISCELLANY.

CO. SUPT. J. W. DENNY, C. F. Wood, and F. S. Caldwell, will open a 7-week normal in Winchester June 10.

BUTLER UNIVERSITY will hold its commencement June 14. The entire week preceding will be largely given to society and alumni exercises.

J. M. JOHNSON will open a summer normal in the Marengo Academy July 22. Mr. Johnson has been principal of the Marengo Academy for 20 years.

THE SOUTHERN INDIANA NORMAL, at Mitchell, has 400 students—the largest attendance in the history of the school. An addition to the present building is contemplated. The principal, E. F. Sutherland, is wide awake and makes things move.

ROSE POLYTECHNIC INSTITUTE, located at Terre Haute, is one of the best schools of its class in the country. It combines to a remarkable degree theory and practice. Dr. T. C. Mendenhall, the President, is the right man in the right place.

MRS. F. A. W. DAVIS, a teacher in the Indianapolis schools, on a recent Saturday, took nearly one hundred of her friends, mostly teachers, on a picnic excursion up the canal. The boat, which was drawn by a little tug, was covered with canvas so that passengers were well protected from sun and rain. The scenery all the way up to Broad

Ripple, about nine miles, is delightful. The day was thoroughly enjoyed by every member of the party, and all joined heartily in a vote of thanks to Mrs. Davis and her husband for the rich treat.

MICHIGAN CITY.—The high-school gave an entertainment April 30 appropriate to the occasion. The local press says: "It was perhaps the most brilliant entertainment gotten up by home talent." The hall was packed to overflowing. Quite a sum of money was realized.

CRAWFORDSVILLE employs twenty-six teachers besides a special teacher of music and the superintendent. A recent visit showed a good corps of teachers doing earnest, efficient work. Supt. Temple H. Dunn is closing his 7th year, and is highly esteemed by teachers and citizens. O. D. Humphrey is principal of the high-school.

EARLHAM COLLEGE is closing one of its most prosperous years. The two new buildings afford facilities and conveniences never before enjoyed. The facilities for teaching the natural sciences are equalled by few other colleges. Ample provisions are made for teaching chemistry, botany, geology, etc., according to the most approved methods. The President, J. J. Mills, is out on a leave of absence, travelling in Europe, Palestine, Turkey, Egypt, etc. His health is greatly improved and he will return to his post of duty in August.

WABASH COLLEGE.—The writer recently spent a half day in this institution and was much pleased with what he saw. It is one of the best endowed colleges in the state, and its facilities for thorough instruction are of the best and constantly improving. Its library contains 26,000 volumes; its apparatus for teaching physics and chemistry is of the best; its collection of minerals and fossils is quite complete and perfectly graded; its collection of plants for teaching botany is next to that at Cambridge the largest in the United States. The methods employed in teaching, so far as witnessed, were of the best. Dr. Jos. F. Tuttle has been president for the last 28 years

VALPARAISO.—The public schools here made a fine showing on the centennial anniversary of Washington's first inauguration. Over 800 children were in line and promenaded the streets, each carrying a flag. At night the largest audience room in the city was packed to hear patriotic essays, declamations, and songs by the children.

Supt. W. H. Banta has established a new basis for promotion from grade to grade. The teacher by any method she may choose determines the standing of each pupil—then the Supt. without knowing the teacher's grading examines each pupil either orally or in writing, or in both ways, and records his standing. Then the two records are combined, the teacher's estimate being valued at  $\frac{3}{6}$  and the superintendent's at  $\frac{2}{6}$ , and the promotions are based on the result.

WHITLEY CO.—Supt. Alex. Knisely has sent out a large circular to teachers, which contains information and many valuable suggestions. Mr. Knisely is one of the hardest workers in the state.

MONROE Co.—Supt. J. W. Cravens has collected all the complimentary letters, press notices, resolutions, etc., with reference to his manual, institutes, and associations, and printed them in circular form. They make a good showing for the work in Monroe county.

MRS. HATTIE A. PRUNK, principal of the Indiana-Boston School of Elocution and Expression, of Indianapolis, together with her pupils, recently gave an elocutionary and dramatic entertainment at the Grand Opera House, Indianapolis. The exercises showed careful and skilled training, and were highly enjoyed by a large and critical audience.

THE AMERICAN INSTITUTE OF INSTRUCTION, believed to be the oldest teachers' organization in the world, holds its annual meeting for the present year on July 8 to 12, at Bethlehem, N. H., amid the magnificent scenery of the White Mountains. The sessions are held mornings and evenings. The afternoons will be devoted to rest and sight-seeing.

## NORTHERN IND. NORMAL AT VALPARAISO.

The editor of the Journal recently had the pleasure of spending a day in this phenomenal institution. It opened 16 years ago with about 30 students, and it is now and has been for years past the largest school of its class in the United States, if not in the world. The enrollment for the present term is over two thousand, and the number actually on the ground at the date of the visit was over 1750. Twenty-five instructors do the teaching—nineteen of these giving their full time, and but few of them receive salaries under \$1100 a year. The school is in exellent condition in every way. The teachers are well qualified and enthusiastic, and this gives life to every recitation and to every movement.

The Musical Department has recently been re-modeled and furnished with twenty-four new pianos. The museum is well selected and growing. The library affords choice reading in every department of literature, and students have free access. The commercial department is perhaps the best equipped in the state. The duties of two good literary societies constitute a part of the regular work. A practical course in drawing is given, that will enable teachers to apply this art in the common schools.

Good plain boarding is furnished at \$1.40 a week. Rooms with bed, chairs and table are furnished at 40 cts. a week. Board in families can be secured at \$2.00 a week. A good nurse is provided free for any who may be sick.

H. B. Brown, the honored founder and principal, has sold a half-interest in the school to his associate principal, O. P. Kinsey, a most estimable gentleman, who will hereafter share equally with Mr. Brown the labors and rewards of the institution.

## "THE PHILOSOPHY OF PERCENTAGE."

The author of the Philosophy of Percentage Criticised (in a recent issue of the Journal), seems to forget that life is short and that we live in a rushing age.

I would have a beginner give the whole process without abridgment, just as a child learning to walk feels its way along the wall, from chair to chair. But as soon as it can understand making a short cut, let that be done. The problems referred to are not for primary scholars, but for those who ought to be able to understand a problem without laboriously going through every step. Of course if they can not comprehend a shorter method, let them supply as much as may be necessary.

As a general proposition  $\frac{1}{20}$  does not equal \$150.00. But this is not a general proposition—it is a special application of percentage, and as such  $\frac{1}{20}$  does equal \$150. The pupil must know that  $\frac{1}{20}$  is  $\frac{1}{20}$  cost of cotton, but if it is clearly understood it is not necessary to state it. Pure mathematics deals with abstract numbers. In the higher mathematics we state and prove a general proposition, and then apply it to particulars. Then why, if it is best there, not apply it here also? Always, of course, on condition that the pupil understands its application. The absurdity of stating the details so carefully becomes more apparent when applied to other things.

As a general proposition  $\frac{20}{20} = \cos t$  of cotton and  $\frac{1}{20} = \operatorname{commission}$ . Then  $\frac{21}{20}$  (general) must equal \$3150, cost of cotton + commission (particular), and so on throughout the problem. Such conclusions are perfectly accurate and perfectly logical. To rigidly apply all the details smacks most decidedly of primary instruction. We ought to distinguish between the needs of primary and advanced training. To confine the pupil to low grade work which he ought to already understand, can only cramp and limit the activity of the mind at a time when its energy should be exerted in broad and general acquisition.

Crawfordsville, Ind. John D. Montgomery.

## THE LA PORTE SCHOOL EXHIBIT.

Dr. Hailman, Supt. of the La Porte schools, recently secured the use of the City Hall and made an extensive display of school work. It continued for several days and evenings, and was largely visited not

only by citizens but by teachers and superintendents of neighboring towns. It is well known that Dr. Hailman is one of the leading educators of this country, and that he has given special attention to kindergarten methods. These methods he applies to his school work and the effect is apparent in every department—but especially in the lower grades where much manual work is done.

The editor of the Journal visited this display and was much pleased and instructed. The following is a brief description of what was seen and gives some idea of the work and the *method* that permeates it all.

The exhibit consisted of a full display of the regular work-reports made by the teachers for the first and second terms of the current year. These reports are made up from samples of work from each child in every branch of study and skill. In the exhibit this work was arranged in two departments,—the manual and the literary departments. The chief features of the manual department were drawing, coloring, clay and card-board modeling, cutting and mounting, and a few other occupations.

The specimens of drawing showed the progress of the method from the first to the eighth grades. The exercises begin and continue in three lines: automatic, inventive, and conceptional drawing. The object in the automatic exercises is to set the child's hand free in all directions. Parallel and diverging lines are drawn on square, circular, and triangular sheets of manilla paper, previously folded by the children in simple net-works, in order to secure pleasing symmetrical arrangement of lines and to stimulate inventiveness. The evidences of progress in accuracy of movement and delicacy of touch in the successive grades were very noticeable.

The inventive exercises run parallel with the automatic work. They are made on square sheets of white paper of various sizes—the children beginning with the smallest size—and ruled in net-works of lines. These net-works enable the children from the very start to draw the outlines of geometrical figures in various harmonious groupings, and to produce more or less original designs of much educational value. In the grammar department, the inventive and automatic drawing coalesce and become deliberate designing on blank paper. In this the children show wonderful fertility of resources.

Conceptional drawing begins in the lowest grade with the crudest little "story-drawings" of snow-storms, run-aways, top-spinnings and the like, and leads the child gradually to conscientious object-drawing showing intelligent appreciation of perspective and of lights and shadows. Supt. Hailman follows none of the current systems of drawing instruction, but seeks to develop at every step the child's powers and tendencies in self-active channels.

The painting exercises grow on similar lines. Discovery, invention, self-active application of the simplest skill at every step. Exercises

in dictation are arranged so that the child discovers new shades of color. Or the dictation is confined to narrow limits, giving the child full scope for subsequent individualization of the design; or he is left wholly to himself in the invention of groupings and blendings of form and color. Painting "from nature" receives much successful attention in the higher grades.

Similar principles guide the work in clay and card-board, as well as in cutting and mounting. Throughout the work rests on a solid geometrical basis, it is never loose, never aimless "busy-work," but appeals at every step to the child's full power. The gradual ascent, too, is interesting from the simple clay-ball in the kindergarten to the finished plaster-of-paris casts and strictly accurate card-board work of the higher grades. We saw at the exhibit a number of plaster-of-paris and, at least, one putty relief map that would have done credit to older folks.

A number of ingenious devices to arouse and secure all-sided interest on the child's part we must pass with mere mention. Among these were the bead-work and weaving in number, and the various collections of objects of nature and art, made even in lowest grades; as well as the pieces of home-made apparatus that come from the high-school grades.

The exhibit of the literary work of all the grades in every subject of study was equally satisfactory. The little "stories" of the first-grades, the descriptions and narrative accounts of the grammar pupils, and the impromptu essays of the high-school students,—all attested vigorous and healthy growth of individual power. There were throughout, too, gratifying evidences of full control of the subject, and of good control of language. The writing was not "Spencerian," but throughout legible, the letters well-formed, thoroughly neat and conscientious, and revealing the child's peculiarities

We were particularly well pleased with the work in geometry and natural history, which in some of their phases reach down into the primary grades. In both these subjects the children made free use of their skill in drawing and coloring. In history and geography the work was chiefly topical, each paper presenting a well-arranged essay on the subject given. Considerable attention had been paid to "business forms," book-keeping, and truly practical applications of arithmetic in commercial and industrial pursuits.

Indeed, in every department of literary work there was evident, as in the manual department, the same constant tendency to lead the child into practical applications of his knowledge and skill in the immediate requirements of daily life. Self-activity is the rule at all times. Whatever represents all the child can do self-actively is accepted and respected, no matter how deficient it may seem when tried by ordinary school-tests. At the same time, the school is constantly concerned in

efforts to render the work methodical, and the child eager to seek even higher degrees of perfection.

### PERSONAL.

- E. M. Teeple has been elected for a third year as Supt. at Butler.
- W. A. Caldwell, a Wabash graduate, is principal of the high-school at Lebanon.

Miss Martha J. Ridpath has been principal of the Greencastle high school for several years.

- W. H. Sims has been re-elected for a sixth year as Supt. at Goshen, at an increased salary. This indicates well.
- Wm. S. Wood has been unanimously elected Supt. of the Seymour schools for the *tenth* time. He supervises the work of 20 teachers.
- J. W. Wiley, Supt. of the Lebanon schools, closes his pedagogical career with this year's work, with the intention of studying law.
- George F. Kenaston, Supt. of the Noblesville schools, and W. E. Henry, principal of the Peru high-school, are expecting to sail for Europe early in June.
- C. H. Wood has been re-elected Supt. of the Winchester schools at an increase on salary of \$200. Good. Winchester will erect a \$50,000 school building the coming summer.
- J. W. Nourse, for many years Supt. of Spencer county, has done a hard year's work, and the schools were never before in as good condition as at present. Mr. Nourse is not a candidate for re-election.
- J. Fraise Richard, formerly principal of the Normal at Logansport, and well known as an institute worker, has been compiling books for the past four years. He will make engagements for institute work in Indiana. He is now at Mercer, Pa.
- H. B. Brown, the genial principal of the Valparaiso Normal School, has made his school such a success, and managed his outside business so well, that he has grown quite wealthy. A friend who has had opportunities for learning the facts estimates his money value at not less than \$200,000.
- M. A. Barnett, who, in years past was Supt. of schools at Attica, and then at Elkhart, and later was engaged in editing a paper first at Danville and then at Madison, has for four years past been Postmaster at Madison. He is now free and proposes to return to his "first love"—educational work.
- T. J. Charlton, Supt. of the Boys' Reformatory, was once Supt. of the Vincennes schools, and H. B. Jacobs, Supt. of the Institute for the Blind, was once Supt. at New Albany. These ex-educators have

so managed their institutions as to receive the hearty commendation of all honest people, without regard to party,

- C. A. Hargrave, the secretary and business manager of the Central Normal at Danville, made the address on the occasion of the centennial celebration of Washington's first inauguration, and the *Hendricks County Republican* prints it in full. The address was an admirable one and shows a comprehensive grasp of political history.
- T. J. Sanders, Supt. of the public schools of Warsaw, has been elected a member of The American Institute of Christian Philosophy. His membership was recommended by the Rev. Dr. Deems, well-known throughout the country, and is probably a recognition of Mr. Sanders's thesis, "The Philosophy of the Christian Religion," which has been published in "The Post Graduate" and "Wooster Quarterly," issued in pamphlet, and soon to come out in book form. The Journal extends hearty congratulations to Mr. Sanders on account of this honorable recognition.
- J. W. Layne, Supt. of the Evansville schools, recently went into the St. George barber-shop to be shaved. After the main part of the work had been done, and while he was sitting up in the chair waiting for the finishing touches, he was suddenly attacked from behind by Chas. Jones, another barber of the shop, who cut a gash about three inches long and almost an inch deep on the rear portion of the right side of his neck; also, three gashes on the back of his head and one in the back. Mr. Layne jumped out of the chair and ran into the office of the hotel, and called to those who were in the office for assistance. Mr. Perry Kenston, one of the proprietors, took in the situation and knocked the negro down with his fist. He was then seized and disarmed by the bystanders, and immediately taken to jail, where he now remains under indictment by the grand jury for assault and battery with intent to kill. The cuts were made by a razor; but he dropped it in the passage way leading to the office, and when knocked down was pursuing with a large knife. Jones assigns as a reason for the attack that Mr. Layne prevented his getting a position as teacher in the colored schools of Evansville.

Mr. Layne's wounds are not so serious as at first thought, and he will soon be well again. Jones will probably be sent to the penitentiary for a few years.

### BOOK TABLE.

THE WRITER, published in Boston, Mass., is the only paper in the world devoted solely to explaining the practical details of literary work.

OUR LITTLE ONES AND THE NURSERY is the prince of all papers for little ones. It is beautifully illustrated and its matter is suited to per-

sons for whom it is intended. Address The Russell Publishing House, Boston, Mass.

THE WIDE-AWAKE, published by D. Lothrop & Co., of Boston, comes regularly to our table filled with the choicest matter for young people. This is without doubt one of the best magazines of its class in the country. Price \$2.40.

SCHOOL AND HOME is the name of a semi-monthly paper, designed for pupils, teachers, and parents, which is printed at St. Louis by Wm. L. Thomas. It is divided into departments suited to children of different ages, and is an excellent family paper.

THE AMERICAN AGRICULTURIST, published at 751 Broadway, New York City, is one of the largest and one of the best agricultural papers of its class in the entire country. It sustains departments adapted to the farm, garden, orchard, and household. Price \$1.50.

The papers on Examination and Education forming the "American Supplement" to the "Nineteenth Century" for March have been issued in pamphlet form by the publishers, (New York: Leonard Scott Publication Company, 29 Park Row. Price 25 cents). This series includes papers by representative educators from all parts of the country, and forms an instructive and valuable comment on an important phase of the educational question.

Discussions on Manual Training and on the Blair Bill: By A. P. Marble, Supt. of Schools at Worcester, Mass.

This is a pamphlet containing two essays by Mr. Marble, one opposing manual training in the public schools, and the other opposing the Blair Bill.

Ourselves and Neighbors—"Birch Bark Series": By Brick Pomeroy, 234 Broadway, New York. Price, 25 cents.

This is in pamphlet form, 130 pages, and is made up of "racy" articles on a great variety of subjects. The author is noted for his wit and humor.

Helps to the Intelligent Study of Latin: By K. P. Harrington. Boston: Ginn & Co.

This little book, of only 43 pages, is simply a guide to the study of preparatory Latin. It tells the student where he can find answers to such questions as: Who was Cæsar? Who were the Gauls? How did Virgil look? What kind of hexameter did he write? etc.

How to Secure and Retain Attention: By J. L. Hughes. Toronto, Canada: W. J. Gage & Co.

This little book of only 86 pages is an effort to show how attention may be cultivated. The pre-eminent importance of this power is conceded by all, and the author insists that, like all other powers, it can be educated and strengthened. The book is well worth reading.

LANGUAGE EXERCISES: By Robt. C. Metcalf and Orville T. Bright. New York and Chicago: Ivison, Blakeman & Co.

This is emphatically a book of "language exercises." The authors take the ground that "the use of language is controlled very largely by habit." In this they are certainly right. Language teaching, therefore, resolves itself into such training as will tend to form correct habits in speaking and writing. This is certainly one of the best books yet made on this most important of all school subjects.

THE TEACHERS' PSYCHOLOGY: By W. S. Welch, LL. D. New York and Chicago: E. L. Kellogg & Co.

The importance of educational psychology is conceded by all. The teacher's knowledge should embrace not simply the facts he teaches, but also the faculties he trains. The author recognizes the fact that a knowledge of the laws of mind can only be attained by persistent self-scrutiny, and his book is an effort to direct this study. The author is clear and concise and his book will be of great service to any teacher who will use it as suggested. It is one of the best books yet written on this vital subject.

ELEMENTARY PSYCHOLOGY: By Daniel Putnam, A. M., with an Introduction by John M. B. Sill. New York and Cdicago: A. S. Barnes & Co. Cyrus Smith, Indianapolis, Agent for Indiana.

This is what the title indicates, an elementary book. The author has had large experience in teaching the subject, and makes this experience the basis of his book, The book contains the first principles of both mental and moral science, and will help to shorten the already over-crowded curriculum. The "summary" at the close of each chapter is a great aid in getting at the main points. The book is the most readable book on this subject yet produced. It is certainly an excellent book for high schools and normal schools.

#### BUSINESS NOTICES.

SCHOOL BOARDS contemplating changes can learn the addresses of the best Western and Eastern teachers, willing to change places, by addressing Orville Brewer, manager of the Teachers' Co-operative Association, 170 State street, Chicago. We can assure all who write of confidential and honorable treatment.

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"BAY VIEW AND ITS SUMMER LIFE" is the title of an article elsewhere in this issue that will be read with interest by all teachers. Read it, and then plan to visit that famous place this summer.

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### BAY VIEW AND ITS SUMMER LIFE.

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It is a characteristic that everybody returns from Bay View superlatively praising that summer resort. Every year its fame and popularity have increased, and this year more people than ever before are going there. It is said a more beautiful place can scarcely be imagined, and for a summer resort it has the best of everything. It is opulent and splendid in picturesque scenery and has a climate that is cool, healthful, and exhilarating. It is entirely a summer city in amphitheatre terraced groves on Little Traverse Bay, a mile above Petosky, easily accessible from all parts of Indiana by rail, connecting with the Grand Rapids & Indiana R. R., which runs straight northward from Richmond to Bay View. From every piazza of the 350 cottages and hotels, superb views are had of the picturesque shores of the bay, dotted with pleasant summer resorts, and which travelers often compare with the Bay of Nap es. Nothing pleasanter can be conceived than a trip there during the Assembly, which always opens on the last Wednesday in July. The choicest society is found there, splendid schools are in session, and almost every hour eloquence, song, and entertainment are heard from the most gifted people in the land. The finest talent drawn from the best colleges, conservatories and rulpits is employed in the celebrated Bay View schools of Art, Music, Oratory, Summer School, School of the English Bible, Sunday School, Normal classes, etc. Hundreds of young people and students are in attendance and the tide of enthusiasm rises highest at this part of the season. The Bay View Summer School, attended by a great number of teachers from all parts of the Union, is said to be one of the finest in this country. I am sure Indiana teachers will thank me for calling their attention to this school. Its faculty has been enriched from the best schools, colleges and universities, and among the instructors and lecturers are Miss Matilda H. Ross, of primary, normal, and kindergarten fame; Profs. Sanders and Goodspeed, from Yale University; Prof. Fall, of Albion College; Prof. A. Lodeman, from Mich. State Normal School; Supt. E. E. White, of the Cincinnati schools, one of the foremost educators in this country; Prof. De Motte, from De Pauw University, and many more of this kind. By use of lecture methods, drills, and practical work more is accomplished in a month of pleasant occupation in that cool northern climate than in many months at an ordinary school. The Bay View School is announced to open on July 16 and to last one month.

Supplementing the school is the great three weeks' general program which everybody attends and the audiences range from two to four thousand people. Among the names which will make the season this year of unusual interest at Bay View, are Bishop John P. Newman, Rev. P. S. Henson, Miss Frances Willard. Rev. F. W. Gunsaulus, Rev. J. A. Worden, Mrs. Angie F. Newman, Miss Isabelle Thoburn, Wallace Bruce, C. E. B. Iton, Rev. Joseph T. Duryea, Ex-Gov. Cumback, of Indiana; Sapt. Emerson E. White, of the Cincinnati schools; Mrs. Alice J. Osborne, one of the finest soloists of New England; the Alma Band, Mr. and Mrs. Leland Powers, Philip Phillips, Sau-ah-Brah, of Birmah; Frank Beard, and twenty more.

Every day is filled to overflowing with pleasures, and no one who has been there can ever forget that long, delightful holiday. Excursions and open air concerts, receptions and gay illuminations, rowing and fishing, boat rides and picnics, lectures and concerts, sweet vespers and praise services; great missionary, W. C. T. U. and national days—all flow in swift succession. The season of indescribable happiness passes all too quickly, and one returns home with a store of delightful memories, and stimulated in body and soul by the exhilarating climate and contact with gifted people. A season at Bay View is a liberal education for any one, and low priced excursion tickets and moderate hotel rates make a trip there within the means of everybody.

The best table board is only \$4 and \$5 a week; furnished rooms \$2 and \$3; board and rooms at hotels \$5 and \$10. At present there is great activity there, and by July 75 new cottages will be up, and the finest Sunday School Normal Hall in the West will be erected. The Michigan branch of the Chautauqua Circle, 5,000 strong, and several other large organizations, have their headquarters there. The Assembly Herald, from which much of the above information has been gleaned, telling all about Bay View, how to reach there, what it costs to live there, can be had by sending card to J. M. Hall, Flint, Mich. 6-1t C. L. S. C.

MRS. HAILMAN'S SUMMER SCHOOL OF KINDERGARTEN AND PRIMARY METHODS will open on Monday, July 22. For circulars, address Mrs. E. L. Hailman, La Porte, Ind. 4-4t

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## INDIANA

# SCHOOL JOURNAL.

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No. 7.

A PLEA FOR THE NATURAL SCIENCES IN THE COMMON SCHOOLS.\*

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W. S. BLATCHLEY, TERRE HAUTE H. S.

HERE is but one thing safe in the universe, and that is truth. There is but one way to find the truth, and that is by the study of nature, her phenomena and her laws.

Fifty thousand years ago man was nature's slave,—a wild animal roaming with still wilder animals over the boundless plains and through the unbroken forests of Asia and Africa, or mingling with the hyena and cave bear in the caverns of Central Europe. Cowering with fright at the sound of the lightning's voice—gazing with awe upon the sheets of flame and jets of steam as they issued from volcanic furnace—wondering at the mighty strength which hurled the massive rock down the mountain's side—man stood surrounded by the forces of nature yet ignorant of their power. Naked he was, and scorched by the sun by day andpinched by the frost by night. Hungry, unless by chance he happened upon a tree of wild fruit or slew by brute force one of his daily companions. Houseless, although surrounded by the material that was to shelter the millions—without family ties or the simplest knowledge of a form of government,-man was hardly on a par with his distant cousin, the gorilla of to-day.

Compare with the animal of then the cultured gentleman of now, and what scientist but would hesitate before pronouncing

<sup>•</sup> Read before the H. S. Section of the State Teachers' Association.

them of the same species. Clad in the richest costumes of wool and silk—feeding upon the choicest viands which the mind of a Delmonico can invent—residing with a beloved family in a brown-stone front with marble steps and tiled floors—travellirg at will with the speed of the wind over mountain and plain, drawn by the same kind of flame engendered steam as was seen issuing from the volcanic rift—conversing in one second with a brother in Russia or China by means of the electricity whose voice he feared—protected by the laws of the grandest government on earth,—that highest type of man, the American gentleman of the 19th century, reigns supreme, no longer nature's slave, but nature's master!

And what has brought about this wonderful change? By what necromantic art has man advanced from the wandering beast of then to his highly civilized state of now? We would answer by the study of the objects and forces of nature. By gathering a truth concerning them here—another there; combining the two—finding their relation—deducing from them a third, and finally discovering some great, unchanging law which gave him a grip on nature. Then repeating the process again and again, until to day he holds in control the varied forces of nature and uses them as his tools.

It is not necessary to review in detail the various steps of man's civilization from the moment that he first used fire to warm his body and cook his food on up through the ages of stone, bronze, and iron to the present age of steam and electricity. Suffice it to say that his advancement was not brought about by the study of such branches as are taught in the common schools of Indiana to day—not brought about, in other words, by studying the works of man, but by the study of the objects and phenomena of God. For arithmetic is but a system of computation invented by man that he might not be cheated by his neighbor. Grammar consists of a few rules laid down by him for the correct speaking and writing of his language. Geography, as usually taught, is the naming (by some outlandish names given them by man) of the capes, bays, and gulfs along a certain coast, or the location of some of his principal places of abode. The spelling of the Eng-

lish language is one of his inventions, and is in more respects than one a disgrace to the inventor. Finally, history is but a record of the deeds of man—his triumphs and defeats—his conquests and discoveries.

It is upon such studies as these that the entire time of teachers and children in the 14,000 common schools of our state is spent, while that great text book of nature written in the child's vernacular—the beautiful language of living facts and visible forms—is passed unheeded as unworthy of their time and attention. And not only are all facts and principles learned thus from the books of man, but in many, perhaps the majority of our common schools, you will find teachers who believe that memory is everything, that reason, thorough digestion of principles and symmetrical intellectual development are nothing. You will find that the rules in a certain arithmetic, the definitions in a certain grammar, the statements in a certain history, are laid down as immutable laws beyond which the inquisitive mind of the child has no appeal. You will find the "how" to be king, and the "why" to be banished to the realms of forbidden lore.

Subjected to such a system of instruction is it any wonder that so many American youths step forth from the common schools with a lack of habits of close observation; a lack of love for independent investigation; a lack of desire to search after truth for truth's sake; a willingness to accept unquestioned the ideas and opinions of so called leaders—a servility to authority, nowhere more palpably shown than at the polls where thousands of men vote as mere machines and not as intelligent human beings? Is it any wonder that so many of them are utterly incompetent to use aright the powers of thought—utterly incompetent to grasp and solve the momentous problems which circumstances are daily creating in our midst? Is it any wonder that so many soon stop all intellectual effort and settle down to thoughtless mediocrity, content to remain throughout their natural lives mere hangers on of authority?

Is there a remedy for this evil in our midst? Is there a method by which we can make observers, investigators, thinkers, reasoners, living, acting beings out of our children, and not send them forth to the duties of life mere automatons, crammed only with the facts discovered and the ideas originated by men and women long since dead and crumbled to dust? There is a remedy and a simple one. Revise the curriculum of the common schools; not by banishing wholly any one of the eight branches taught therein, but by lessening, at least one-half, the amount taught of some of them, and by the substitution of the elements of five of the natural sciences—namely; Physics, Chemistry, Botany, Zoology, and Geology.

During our life-work as teachers we should bear constantly in mind the supremacy of the ultimate purpose of that which we teach. In other words, we should endeavor to teach only that which is practical—that which will benefit the child when he is grown. For if the mind of the child be filled with facts and principles which he will never use he will be as the unlettered rich man who buys a fine library for the sake of "having it."

Now I appeal to all fair minded teachers as to which will better develop the reasoning powers of the child, a knowledge of the names of the capes and bays of Australia and the length of the rivers of Patagonia, or a knowledge of the simple truths of Natural Philosophy; such as, the molecular structure and physical properties of matter; the pressure of fluids; the laws of motion and machines; specific gravity; the leading facts concerning those three great forces of nature, heat, light, and electricity; and above all, the truth of that fundamental physical principle, the conservation of energy, which asserts that all energies are mutually convertible, and that the sum total of energy, potential and kinetic, is a constant quantity throughout the universe?

Which will better incite a desire for independent investigation on the part of the child, a knowledge of the principle parts of all the irregular verbs, or a knowledge of the elements of chemistry as gained from a few months' study of carbon, hydrogen, oxygen, nitrogen, and the more common metals, their properties, and laws of combination? Indeed, chemistry as a study lies at the base of all science. Physics, geology, mineralogy, botany, Zoology—all are dependent upon it for a clear explanation of their truths. The teacher of physiology may tell of the changes

occurring in the food during digestion and in the air during respiration. He may speak of the hydrochloric acid in the gastric juice; of the carbon dioxide, and oxygen and nitrogen in the atmosphere; of calcium phosphate in the bones and phosphorus in the brain. He may talk for hours of the proteins and carbo hydrates and hydro carbons of the foods; but unless he and the pupils understand the elements of chemistry; unless they have seen and examined the substances mentioned, he might as well talk to them of Greek verbs and Sanscrit nouns. He may with scissors, forceps, and scalpel in hand show the student systems and organs, tissues and, by the aid of the microscope, even cells, but unless he is a chemist, there he must stop. He can not go farther and with crucibles, reagents and scales, show them that the complex animal before them has been built up of three invisible gases and a substance like charcoal. If a clear understanding of physiology is thus dependent on a knowledge of chemistry, should not the latter precede the former in the course of study in our common schools?

In Indiana 63 per cent. of the pupils of the common schools become either farmers or farmer's wives, while of the present farmers of the state only 6 per cent. ever attended a higher institution of learning. The arts by which they live and gain a support for themselves and families are utterly foreign to anything they ever saw or heard or studied in the little school-house where they spent so many toilsome months and years.

From which, do you suppose, will the farmer of the future derive most pleasure during his life's work on the farm—a knowledge of how to spell correctly such words as "phtisic" and "uncomprehensibility", or a knowledge of the process by which the brown earth builds from tiny seed the stalk, and flower, and fruit? Not one farmer's son in ten knows the different parts of a flower and the use of each part. Not one in a hundred knows that the toadstool, the puff-balls, moulds, blights, and fresh-water algae are plants; and but few are aware that plants alone prepare all food for man and animals—that they alone have the power of taking the inorganic elements of earth, and air, and water, and by the aid of sunshine building them up into complex organic

forms fit for the use of animal life. If the time wasted in our common schools in learning to spell useless words were spent upon the rudiments of botany, such ignorance concerning plant life and growth would be no longer prevalent.

Again, which will better cultivate a habit of close observation on the part of the farmer's child, a knowledge of cube root, duodecimals and bank discount, or a knowledge of the names and structure of the more common forms of animal life which he daily sees around him? Who can doubt but that a half-hour a day for one term, spent in the dissection of grasshopper and crayfish as the types of invertebrates, and fish and rabbit as those of vertebrates-noting carefully the structure of each organ, and reasoning from structure to function—would give more valuable returns than the same time spent in poring over those parts of arithmetic which have become obsolete in use if not in sense? persons are aware of the vast damage annually—amounting to over \$500,000,000—done to farm products in the United States by members of the insect tribe. The potato crop is dependent upon the number of insects rather than on the excellence of soil and cultivation. The farmer may spend half his income for artificial fertilizers and pure seed; he may till his ground never so sedulously, yet on the number of Hessian flies, cutworms, grasshoppers, chinch bugs, etc., in his fields, will depend almost wholly the number of bushels of corn and wheat which he will produce. Not until the farmers' sons study the elements of entomology in the common schools, and learn the characters of each of the eight orders of insects, and how to distinguish the beneficial members of each order from those which are injurious; not until they recognize the fact that as larvæ, pupæ, and winged insect they live different lives and have quite different means of livelihood-not until they are taught to study the daily life of these insects, their habits, their food plants and natural enemies—not until then can the farmers of the country hope to gain some sort of control over the insect tribe and so lessen the annual damage done by it.

Ask the average farmer how many species of birds he has seen on his farm and he will count them on his fingers and answer, perhaps, "25," perhaps "40." He knows nothing of that great number of warblers, vireos, gros-beaks, etc., which twice each year sweep along in one grand army, filling his orchards and woodlands with their joyful songs and brilliant hues. Let that farmer's son be taught that over 300 kinds of birds are found in our state, and 200 in any county of it, within the year. Let him be taught the family characters, names, and value as insect destroyers, of the more common forms; and eight times out of ten he will develop an interest in the bird fauna of the farm, and will learn for himself facts concerning its daily life—migrations, etc., which will be more valuable to him as a farmer, and will better develop his powers of observation, than all the facts ever gained from between the covers of his arithmetic.

Lastly, which will better develop the power of independent thought and decision on the part of the child, a knowledge of the number of men killed in a certain battle—the movements of such and such an army on such and such a day, or a knowledge of those geological forces which have molded, carved, and upheaved into fantastic forms the surface of this grand old earth of ours? A knowledge that they are still molding, still carving, still upheaving, and will continue to mold, carve, and upheave as long as time shall last.

Entirely too much attention is given at present to the minor details of history, such as above mentioned, and too little to the geological and geographical reasons for the nation's growth. Would the United States have become the great industrial country it is if her mines of coal and iron and her quarries of limestone and marble had been wanting? Would slavery have existed; would the civil war have taken place if the climate and soil of the Southern States had been fit for producing aught else but cotton, sugar, and rice? Would Indiana have gained her present rank as an agricultural state if three fourths of her surface had not been covered with a rich drift deposit of from 20 to 250 feet in thickness, brought down from the far North and distributed some 50,000 years ago by the mighty glaciers of the Great Ice Age?

Such questions as these put history in its true light and show its intimate connection with the natural sciences. They show,

if properly answered, that man is more a creature of environment than of free will, and that the history of a nation depends almost wholly upon the place it occupies on the surface of the earth, and upon its mineral wealth, soils, etc. Nor can such questions be asked without causing the child to use his thinking powers, and bringing to his mind, and to the mind of the teacher too for that matter, their congéner, such as: Whence came the coal, and why is it found in the western half of Indiana and not in the eastern? How was the limestone formed, and why is it where it is? What are the fossils, and how did they become imbedded in the limestone? What is natural gas and Trenton rock? What is the age of the world? Is it 5900 years, or is "geological time as long as astronomical space is wide"?

Such practical questions as these the science of geology alone can answer. Shall they be answered, or shall the budding interest of the child, which in time would bloom and perhaps bear the rich fruit of the power of independent thought, be crushed and destroyed because that science has not a place in the curriculum of the common schools?

It may be ten or more years before that curriculum will be revised in the way that we have mentioned. It takes time to bring about a sweeping change in any system of labor, and the school system is no exception to the rule. But the time will come-is coming rapidiy - when the revision will be made. Already, school men everywhere are beginning to recognize the study of Nature as affording the best means of developing the mind, expanding the thinking powers, and educating the young to investigate for themselves. In the leading colleges of our land the scientific course is increasing in popularity each year, and in many instances the number of students doing science work far exceeds those taking the old classical course in Greek and Latin. In this state a few county superintendents have begun to show an interest in the work, and are insisting that the elements of the sciences shall be taught as general exercises. In several counties science work for teachers is a prominent feature of the summer normals and institutes. Meanwhile each teacher in the state can do a great deal to educate the public mind to a due appreciation of the value of science in the schools.

Ten minutes each day devoted to some familiar subject, as a grasshopper, lump of coal, fossil, parts of a flower, or a drop of water, will be productive of valuable results in the course of a year. Do not require your pupils to memorize facts which you may give them, but let each one see and handle the specimen for himself, and then by skillful questioning draw out their views, modifying those views by suggestions of your own when necessary. Always bear in mind the inter dependence of all the sciences, and show as well as possible what relation the object in hand bears to other objects of nature. Incite on the part of the pupils a desire to make collections of insects, plants, minerals, etc., by going into the fields with them and starting a collection for the school-room. In 1886 one of the zoological questions asked applicants for a state license was as follows: "What kind of animals would you find on turning over a rotten log in Indi-Turn over one for yourself and find out. ana in Apri!?" Around the majority of school houses in the state are many kinds of minerals and rocks brought down by the glaciers during the Great Ice Age, while the out cropping ledges of the vicinity are full of their characteristic fossils. Collect them, study them, label them, and make for your school room a cabinet. a good naturalist who knows his own parish thoroughly."

That such work is being done, and successfully, in the district schools of at least one county in the state, is shown by the following extract from a letter written on November 15, by a lady teacher. She says: "My pupils display more interest than I ever dared to hope for. We have one corner of the room dedicated to science, and it is almost filled with what some people would call rubbish; but I see that through these specimens my pupils are beginning to peep over the edges of their text-books for knowledge, and at the same time are learning to observe and acquire an interest in Mother Nature. We went to the woods to-day and found quite a number of plants sheltered beneath some friendly rocks and leaves. I also secured several zoological specimens, one snake, two or three beetles, and three salamanders or lizards, I don't know which, but I intend to find out by my manual." Teachers—"Go ye and do likewise."

"But," I hear many of you say, "we are not prepared to do this work even if we would. We have no knowledge of birds, bugs, and flowers, except that things called by those names exist." Begin to get that knowledge at once, and as fast as you get it, teach it. If it be zoology you wish to start with, go out and pick up a beetle or angleworm (they will not bite you), or get your brother to kill you a jay bird or catch you a minnow. Then with Colton's Zoology in hand, study the structure of the animal before you, and if a vertebrate find its name in Jordan's Manual. On the following day have each pupil provide himself with a similar specimen, and you are ready for work. If botany be your chosen subject, soak some beans in water over night and plant some others in a box of moist earth. Provide yourself with a copy of "Gray's Lessons", or "How Plants Grow." Split open one of your beans, and with the book as guide study the parts of the little plant found therein. In like manner go on from seed to stem, from stem to flower, from flower to fruit. In geology, two small pamphlets, entitled "Hyatt's about Pebbles" and "Crosby's Common Minerals and Rocks", together with some State Geol. Reports, especially those for 1880-'81 and '84, will serve you well; while Gage's "Physics" and Shepherd's or Williams' "Chemistry" will start you upon the right road without telling you too much. And once started, if you take each step in order, and study specimens or perform experiments, using the texts only as guides and not committing them to memory, you need have no fear of losing your way.

The good effects of the introduction of the natural sciences into the common schools would soon be manifested in ways too numerous to mention. A revolution would take place in the manner and methods of study. The old system of memorizing facts and principles from text books would soon be overthrown, and in its place would arise the new, training the faculties of observation to alertness and accuracy; quickening the desire for knowledge and independent investigation; developing the power to reason and to know the truth when found; and above all, bringing that deep satisfaction which comes only from original work—from getting first-hand knowledge. Science in all its

phases would be advanced, for hundreds of pairs of eyes where there is now one would be on the look out for those innumerable facts so necessary to great inductions; and many a secret which Mother Nature now believes securely hidden would be revealed, thereby enabling man to better control those all-powerful forces of nature which will in time do all his work.

The material prosperity of the nation would be greatly increased. A knowledge of the elements of dynamic geology and of soils would enable the farmer to choose and use his fertilizers to the best possible advantage, and also to drain his lands in the most practical manner. Noxious weeds and insects would be discovered, exterminated when their numbers were few, and thousands of dollars would thus be saved by "taking a stitch in time." There would be less dissatisfaction with country life, and fewer farmers' sons and daughters would flock to the cities, "because", as a recent writer expresses it, "they wish to get red of the prosy, stunting, is lated life on the farm."

With a knowledge of the elements of science and an interest in nature's objects, they would have something of which to think and talk besides crops, stock, work, neighborhood gossip and local politics, and the attractions of the city would never excel those to be found on the old homestead. A closer relationship with, and kindlier feelings for, the plants and animals about them would be shown. Fewer bird's feathers would decorate women's bonnets. Fewer daisies would be turned beneath the sod without a pang of regret.

Finally, much prevailing egoism and superstition would be destroyed. Too many people are but children still, and think that their horizon comprehends all things, that their own, little, daily round is the centre of the world. A more general study of nature would subvert this view and cause man to rise to higher planes of vision; each ascending step widening for him the universe, and revealing to him the wonderful fact that nothing happens by chance, but that every phenomenon of nature which he sees about him has its corresponding cause—that each is governed by its own unchangeable law.

All these things could but result in kinder hearts-nobler men

and women—happier homes, and better than all else, a greater reverence for that infinite wisdom and intelligence which guides and controls the universe.

### SOME CONDITIONS OF SUCCESSFUL TEACHING.

B. A. HINSDALE, PROF. PEDAGOGICS, MICH. UNIVERSITY.

In a former paper we presented, with some comments, a synopsis of Prof. John Trowbridge's article, "Economy in College Work." In this paper we propose to present our own views on some of the points there raised.

To fix some permanent impressions in the child's mind is the great duty of the teacher, and the first one on the child's entering the school. This duty is accomplished by making repeated presentations of the same object, fact, or idea to its mind. While some of our mental impressions are caused by single intense acts of presentation, the great majority are caused by many feeble acts; a statement that should be emphasized when applied to young children, who are at once impressible but not retentive. Sometimes Nature affects us as the trip-hammer affects the mass of hot iron upon which it falls; but commonly her strokes upon the senses and so upon the mind are rather to be likened to those made by the tiny hammer in the hand of the worker in repoussé, no one of which is perceptible. If many objects are presented to the young mind at the same time, or if objects are presented in too rapid succession, or if the same object is presented in such succession, the resulting impression will be confused and feeble; whereas, if the same object is presented many times at suitable intervals, or if several objects are presented at such intervals, in the same way, definite ideas will be formed constituting a permanent part of the furniture of the mind. If a trained man be carried very rapidly around a church or other large building, he will at most form a very imperfect idea of the church; but if he walk around it slowly, taking time to fix every side and feature in his mind, he will form a complete mental picture. The child that devotes all his time at every reading lesson to turning over

all the leaves of his primer, will never learn to read; but the child that fixes his attention on one very short lesson, going over it again and again, then advances to a second lesson, and so on, will soon gain that accomplishment.

"The child must be accustomed to give one impression time to take root," says Radestock, and not follow it immediately by a corresponding action, that it may not pass away with that action into air." This is also true of thought or reflection. same logical train must run over the same track once and again, which is impossible if the track is filled up with trains. many trains on the mental railroad at the same time mean collisions, wrecks, and confusion. Thus, the repetition that is the mother of studies closely limits the objects of knowledge presented, at the same time that it demands repeated responses by the mind to the same object, or, what is the same thing, attention. The Scriptural admonition, "line upon line, precept upon precept," is accompanied by the admonition, "here a little and there a little"; all of which is excellent pedagogy as well as Radestock is right in calling this quotation from Lazarus "relatively true:" "Deep thinking requires time; it is therefore a great pedagogical mistake if teachers—as is now generally done—urge their pupils to answer rapidly, and praise those who immediately have an answer ready. This causes everything to be lowered to a mere effort of mechanical memory. The pupils should be given time for individual contemplation, for deep and energetic thought labor."

We do but illustrate the maxim that we state when we say, Successful teaching calls for the frequent repetition of the facts and ideas that are taught. But such repetition calls for two important limitations:—

- 1. A strict limitation of the number of subjects taught at any one time.
- 2. A strict limitation of the number of facts and ideas pertaining to any one subject or to any part of it.

This is the center of Prof. Trowbridge's position, as shown in this paragraph:—

"I have referred to the blurred impressions which the mind

of a student must receive who turns the sensitive plate of his brain to many points of view during the day. No one image has made a distinct impression. Besides this want of a material impression, which will be apparent when the student is required to apply his knowledge, there is a want of moral fibre-a want of what may be called a second breadth. Very little can be accomplished in the world without persistence and a certain bulldog grip upon a subject. It is this grip which gives a man of one idea such strength. It seems, therefore, that a physical truth in education can be thus formulated: An enduring mental impression requires forcible and repeated blows, and also the element of time. Generally speaking, startling ideas are of uncommon occurrence. We must depend upon slowly made changes Nor is it reasonable from physical analogies in the brain cells. that any powers of mental crystallization can go on if the medium repeatedly is disturbed by changes of treatment and by addition of different reagents. It may be objected that mental crystallization not inaptly describes a pernicious set into which the mind of a dull man may fall by long contemplation of one subject. We have all of us often wished to sever the button from our coat, and have the button-holder discourse to empty space, while we fled to some Admirable Crichton, whose mind, rendered flexible by turning from subject to subject, could make the weary hours trip to a delightful diversified measure. The work of life, however, requires in the main steady-going engines, and to perfect these is one of the greatest objects of human endeavor."

But there must also be a limitation of the time consecutively devoted to any subject, as well as of the subjects, facts, and ideas presented. Three facts should be noticed: (1) When any stimulus, say a lesson, is presented to a child, a little time must elapse before his mind becomes fully energized; (2) This state of fullest energy can not be long sustained; (3) The mental current falls off to a minimum, but less rapidly than it swelled to its maximum. These facts, however, are in no sense peculiar to children. It is impossible to state definitely how long a time is required fully to energize the mind, or how long a maximum of energy can be maintained; much depends upon the child, his

mind, age, training, etc., and the nature of the subject; but they are both short, the second, of course, being longer than the first. From these premises two conclusions follow that may be called rules of primary teaching.

First, The child should be held to the same subject while the mental current continues at full volume.

Second, Before the current begins to abate, the child should either pass to another subject or be released from further application.

Unnecessary changes from subject to subject involve loss of time and also of power; but to overwork a faculty, or to insist upon further work when the mental force is abating, is a waste of power. It is the flood tide that brings the great ships up to the dock. The physiological psychologists find the explanation of both these rules in nerve action. Dr. Alexander Bain, for ex ample, says: "We know well enough that the nervous currents when strongly aroused in any direction tend to persist for some time: in the act of learning, this persistence will count in stamping the impression, while part of the effect of a lesson must be lost in hurrying, without a moment's break, to something new, even although the change of subject is of the nature of relief." Perhaps it is not needless to add that while there will be practical difficulties in carrying out these rules in the school, general conformity to them is possible.

Here we are met by another mental fact or law of much interest and importance. Mental weariness or exhaustion is of two kinds, specific and generic. The first calls for rest from certain kinds of mental work; the second for rest from all kinds of work. There comes a point beyond which the teacher should not require work in a particular study, also a point beyond which he should require no work whatever. But we must note particularly that diminishing power for one kind of work does not always mean diminishing power for all kinds of work. Thus, a pupil who has studied arithmetic to-day as long as is profitable, may take up geography with full strength and interest; or vice versa. Studies may be likened to those gases which are vacuums with respect to one another. A jar will hold as much carbonic

acid gas as though it were not already full of hydrogen; and similarly a mind will contain as much arithmetic as though not already full of geography, provided the two studies are properly taught.

Men of disciplined minds pursue specialties; but the history of specialties shows that so far from the highest attainments in one line of research being incompatible with respectable, and even high attainments, in another line, they are rather augmented thereby. A physicist must also be a mathematician, a Latin scholar, a Greek scholar, in fact, a specialist in the strictest sense of the term is an impossibility. But children with their feeble power of attention can not be confined to one subject any more than they can take in all studies. The one-study school is just as unphilosophical as the courses of study that break up the hours of the school-day into mere crumbs of time. A middle course must be pursued, and so pursued as to avoid confusion. A good deal of evil in the school that is charged to over-work, should be charged to the account of work that is done in the wrong way.

The judicious Sunday-school teacher will not teach a middle grade class the two or three parallel accounts of the same transactions recorded in as many Gospels; to attempt such a thing will lead to confusion, while by confining the class to one account a single line of facts and ideas will be firmly set in the mind. Comparison of parallel narrations belongs to a later stage of Bible study.

Some very important practical questions arise at this point. How long should a pupil be kept at work on the same subject or lesson at the same time? How much work should he do in one school day? How frequently should he change from one subject to another? How many studies should he have? No man can answer these questions in formulae; they must be answered on the spot by the superintendent and teacher. Such approximate answers as may be given will not here be attempted, but two practical observations will be offered. These questions call for the teacher's closest observation and best test; and it may be well doubthd whether the common schools are not now

sacrificing, measurably, the best results to over-full programs and too short exercises, resulting in too much talk and too little study. The question is one that the superintendent should study with a transcript of the facts now stated in one hand and a copy of his course of study and time table in the other.

Studies are vacuums with respect to one another. High attainments in any line of study promote high attainments in another line. These propositions also require limitation. One form of physical activity makes an incongruent form difficult or impossible. Violent exercise, for example, unfits an artist for handling the brush or a surgeon for handling the knife. So it is with the mind. There are congruent and incongruent forms of mental activity, and so congruent and incongruent studies. The laboratory does not fit the pupil for the critical study of literature or art. Physics works well with mathematics, but not so well with philology or philosophy.

All healthy mental growth is in harmony with mental laws. The first problem of pedagogy is to discover these laws, the second problem to discover the nature and educational value of studies. This investigation involves the congruence of studies, a subject hitherto little discussed. The prominence now given to electives can hardly fail to bring it to the front.

### DEPARTMENT OF PEDAGOGY.

[This Department is conducted by S. S. PARR, Dean De Pauw Normal School.]

## SOME POINTS CONCERNING AN IMPORTANT BOOK.

HE State Reading Circle Board has chosen Compayre's Lectures as the book on the subject of didactics for the coming year's study. The large number of teachers who study the subject will be interested in getting a general glimpse into the character of the book.

The Lectures is a volume of 491 pages, in size of page, size of type, and style of make up and binding similar to the History

of Pedagogy. It is published by D. C. Heath & Company, and is one of a series of works containing such books as Gill's "Systems of Education", Radestock's "Habit in Education", Rousseau's "Emile", "Richter's "Levanna", and Rosmini's "Method in Education".

The title of the book is Lectures on Pedagogy Theoretical and Practical. The author is M. Gabriel Compayré, Professor of Didactics in the French Normal-schools at Fontanay-aux Roses, and Saint Cloud, both in or near Paris, where the Lectures were delivered from 1879 to 1882. M. Compayré is not merely a professor and pedagogue; he is also a man of affairs, mixing in the turmoil of the busy world without the walls of the school-room. The translator is a gentleman with whom many Indiana teachers have something of personal acquaintance-Prof. William H. Payne, now President of the Peabody Normal College, at Nashville, and late Professor of Didactics in the University of Mich-Professor Payne is known to teachers as the translator of the Histoire de la Pedagogie, and author of several works, among which are included "Chapters on School Supervision", "Outlines of Educational Doctrine", "Contributions to the Science of Education", etc.

As the title indicates the Lectures are divided into two parts, one of which professes to treat theory, the other practice. While we believe the Lectures to be a thoroughly good book of great value to teachers, we must express entire dissent from that view of knowledge which divides it into Theory and Practice. this distinction is a minor matter and detracts very little from the value of this important work. Part I. is entitled Theoretical Pedagogy, and contains twelve chapters. The titles of these indicate pretty fairly the trend of the thought: I. Education in General. II. Physical Education. III. Intellectual Education, IV. Education of the Senses. V. Culture of the Attention. VI. Culture of the Memory. VII. Culture of the Imagination. VIII. The Faculties of Reflection, Judgment, Abstraction, and Reasoning. IX. Culture of the Feelings. X. Moral Education. XI. Will, Liberty, and Habit. XII. Higher Sentiments: Æsthetic Education; Religious Education.

Part II. is denominated Practical Pedagogy. Its chapters are: I. Methods in General. II. Reading and Writing. III. Object Lessons. IV. The Study of the Mother Tongue. V. The Teaching of History. VI. The Teaching of Geography. VII. The Teaching of the Sciences. VIII. Morals and Civic Instruction. IX. Drawing,—Music,—Singing. X. Other Exercises of the School. XI. Rewards and Punishments. XII. Discipline in General.

The style of the Lectures is one of its valuable features. Everything that Compayré writes is sprightly and vivacious. While he may lack something of German subtlety and depth, he is never afflicted with German heaviness and want of interest. The French predilection for system and order saves the Lectures from the disjointed aggregation of topics which characterizes the average English book on didactics. Compayré has the rare ability to render a technical subject, abstract in its nature, attractive and interesting. Few writers have been more successful in this regard. He illuminates his ideas with flashes of penetrative imagination, and spices them with a sprinkling of light and airy wit. These qualities have no doubt been chiefly instrumental in securing such wide recognition to M. Compayré's writings.

A reference to the topics of the twelve chapters devoted to Theoretical Pedagogy shows that their central theme is really Educational Psychology. They deal with the development of the human powers under the stimulation of teaching. the subject matter of Psychology applied to systematic development of the human faculties. M. Compayré avoids the shallows and flats in which most writers of educational psychologies fall. Such works are mostly filters of the old faculty-psychology, with occasional paragraphs about children and teachers tacked on. They are ticketed after the manner of Barnum's Native of Cork, who was painted and marked "A Cannibal." When some one remarked in his hearing, "The poor fellow no doubt suffers less with heat here than in his home!" forgetting his role, he replied, "Sure an' its a grade dale warmur in Ameriky than in Oireland!" In like manner many psychologies forget themselves on every page and say to the reader, "Scratch a little beneath my cover and you will find an old Berkleyian or Lockian mental philosophy!"

The twelve chapters devoted to Theoretical Pedagogy deal with the definition of education, its purpose, its process, and the means to be used in realizing its end. It is very plain that a consideration of these thoughts leads at once into the nature and processes of mind considered as capable of stimulation by teaching. The treatment accorded to the subject is plain and untechnical and is thus well suited to teachers who have not had the advantage of a school study of psychology.

The last twelve chapters are divided between method and school-economy. The central thought of these chapters is expressed by this quotation:—

§ 275. METHOD IN GENERAL.—Method in general is the order which we voluntarily introduce into our thoughts, our acts, and our undertakings. To act methodically is the contrary of acting thoughtlessly, inconsiderately, without continuity and without plan. Port Royal<sup>®</sup> justly defined method as "the art of rightly arranging a series of several thoughts."

Understood in this liberal sense, method is applicable to all the parts of education as to all the undertakings of man. The first duty of a teacher is, not to proceed at random, not to count upon the inspiration of the moment and upon the good fortune of improvised effort, but always to be guided by principles deliberately chosen according to fixed rules and in a premeditated order. The lack of method is the ruin of education. There is nothing to be expected from a discipline which is hesitating and groping; from instruction which remains incoherent and disorderly; which fluctuates at the mercy of circumstances and occasions, and which, being wholly unpremeditated, allows itself to be taken unawares.

A little inspection will show that this view requires the fixing of a definite purpose for each subject and each lesson, and the thinking out of consistent and rational means to realize this. Every case is to be settled on its merits according to the universal laws that govern it. There is no higher conception of method than this. It is entirely above the bogs and swails of unreasoning device, applied according to "the rule of thumb."

Those who have studied the *History* know how thoroughly the work of translation and editing was done by Professor Payne. The *Lectures* are if anything better done than that volume. There are many historical and explanatory notes by the editor, which add greatly to the value of the text. One may, we think, safely predict a large measure of popularity among the teachers who take advatange of this opportunity to study the *Lectures*.

<sup>\*</sup> See page 153, Compayré's History.

### THE SCHOOL ROOM.

(This Department is conducted by G. F. Bass, Supervising Prin. Indianapolis schools.)

### LONG DIVISION.

Thas been said that "Long Division" is the hardest rule in the book for children to master. Every one may appeal to his own experience in learning it as a test of the truth of the statement. Many of us learned it mechanically—saw no sense in it—so of course it was hard. If a pupil is taught to do just what his teacher does when he solves an example in long division, he will see more sense in it and get along better. Let us illustrate by taking the following example:—

895 + 19 = what? We first see that 8 is smaller than 19 and of course will not contain 19, so we try 89. We know this is larger than 19 and of course witl contain it. 1 into 8 is 8 times. but we shall have something to "carry" from 8 times 9, so we know it is not contained 8 times, for when this is added to 8 we would have more than 89. We happen to try 5. We think 5  $\times$  9 = 45. We must add 4 to 5  $\times$  1, which will give us 9. This puts us into the 90's, so five is too much. We try 4. Four times 9 is 36. Five times 1 + 3 = 8. We have 86. Taking this away from 89 we have 3 remaining. (No matter to the child what this 3 is, let him annex the next figure of the dividend-mechanically.) We now have 35, which we treat as we did the 89, and find that we have 16 remaining or 16 over. We like the over, because it is suggestive of what to do. Have the pupil put this remainder over the divisor every time. It is a form that he will always need, and as soon as he studies fractions he will learn that it is another way of indicating division.

Now, if teachers would or could afford to be simple enough to lead the pupil over the same road that they themselves go in doing an example in Long Division, it certainly would be for the advantage of the pupil. We say afford because we know that there are some who think that the above is not exactly so—not philosophical: and may be some one may think that the teacher can not explain long division, i. e., in the above example, he

does not know what the 89 is nor what the remainder 3 is, or why he annexes the next figure of the dividend. It may be all the better for his pupils that he doesn't, for he might not know enough to keep his knowledge to himself until the children are old enough to understand it. "Mind grows by its own activity." What the teacher wishes to do is to get the pupil's mind to act. The school is not for his benefit. It is supposed that he has grown out of the school age.

### "DID YOU PASS!"

This question has been asked many times within the last few weeks. What does it mean? To the school children it means that they begin work in the next higher grade next year. They and their parents seem to think they "passed" because they reached or went beyond a certain per cent, in answering questions given in the examination. The teacher may affirm emphatically that he does not promote wholly on per cents, yet if the per cents are there the pupil and parent are inclined to believe he does. If one pupil who received an average of 68 is not promoted while one who received 67 is, the neighbors all know about it, and they also know that the teacher has a spite at 68 and that 67 is one of his favorites and that 68 is very much better in his school work. How the neighbors know so much more about it than the teacher who hears these children recite every day is a question that is hard to answer, but they do. The teacher has no judgment. Isn't it strange that when the neighbors select a teacher from their own number, that they so frequently select a person who is narrow minded and is so lacking in judgment that he can not tell who is capable of taking the next grade and who is not, when it is all perfectly plain to the neighbors?

What can be done? Quit giving per cents to the children and to persons who do not understand what they mean. Per cents mean something to the teacher who understands his business. Pass a pupil on the knowledge we have of what he knows and his power to use it in order to know more. This knowledge of the pupil may be gained by his daily work and by per cented written examination; but it is not absolutely necessary to per

cent. his answers. If his per cent is 50 we think that there is something wrong, but no one can tell what by looking at his per cent. No one can say that he should not enter the next grade. At least the following must be known: The kind of questions, i. e., whether they were tests of memory only, or whether they were tests of power to use what is remembered; on what basis they were per cented,—whether an answer was counted all wrong if any part of it was wrong, or whether it received partial credit; what caused the pupil to fail, — was it a lack of memory of facts or of power to judge what to do with them; how the work of the next higher grade is related to the grade from which the pupil is to pass. No one is in any better position to know all of these things than the teacher.

Suppose he finds in looking over an arithmetic paper that has footed up to that the pupil's failures have been on account of the lack of power to think,—that all his computations were correct, but since the plan of marking was ½ for method and ½ for correct answer and (o) when the method was wrong, the pupil received a very low mark. But it may be the best thing for this pupil to take the work of the next higher grade. Suppose the the work of the present grade ends with the completing of common fractions and the work of the next begins with decimal fractions. This pupil learns the mechanical readily and is very accurate in computation, but weak in power to think. He can learn to think in the next higher grade just as well as in the lower grade, so it is plain that it would be a waste of time to have this pupil to remain in the present grade.

There are many other phases of this question that every teacher should think about,—we have said enough to enable us to say this: Per cents are for the teacher and superintendent, and they serve only to say, if they are low, that something is wrong. If they are very high, the case is worth investigating. Don't "set too much store by" per cents.

### SHORT NOTES.

How and Why.—Think over your year's work for the purpose of finding the failures you have made. Study how to cor-

rect them. Think of your successes. Why were they successes? Did you just happen to do the right thing, or was there method about it?

HELP THE PUPIL.—A pupil should be helped in such a way as to enable him to help himself. In reading lessons the pupil should learn to divide words into syllables. This will often aid him in learning a new printed word, especially when the word is in his vocal vocabulary.

QUICK WORK.—Have children write in fifteen minutes what they can in regard to the following topics. Let them be asked to divide the time so as to write something about each: Washington Monument, Oklahoma, Paris, Rome, Calcutta, Dakota, John Brown, Alexander Hamilton, Ireland. Supposing they know something of each, they have an opportunity to use their judgment in selecting what to say and to say as much as possible in a few well chosen words.

Business Forms.—You have just paid a bill in full and wish a receipt for it. The old gentleman to whom you paid asks you to write it and he will sign it. Show what you would write for him. Who keeps this receipt? What for? How does a note differ from a receipt? Yes, anybody ought to know these things, but every one does not. Teachers sometimes assume that the pupils know more than they do. See to it that the pupils do not leave school without a knowledge of the ordinary business forms.

### EDUCATION IN RUSSIA.

THE death of Count Tolstoi, who has been called "the Scourge of Russia," removes from the Czar's councils the chief agent of the ultra conservative and retrogressive policy of the present reign. The simple fact that such a man has lived, and during the past ten years has exercised a dominant influence over the policy of the Government and the destinies of the people, reveals the deplorable condition of Russia and the magnitude of the revolution that will some day repeat the horrible time in French history.

Here was a ruling statesman who deliberately strove to dehu-

manize a nation, to uneducate it, to abolish its literature and abase its intelligence, to say to a people that they should have no light, but must remain forever in darkness. It was one of the crowning infamies of African slavery in America that it denied to its victims the right to learn to read, lest they should aspire to freedom. This Russian statesman said in effect to his millions of countrymen that they should not learn even to read the literature of their own land, lest education should arouse opposition to Czarism.

The war of the Russian Government against education began in the reign of Alexander I, and was vigorously pressed by Nicholas, who put every college under military control. Alexander II showed a more liberal spirit, and not only extended the scope of learning, but greatly increased the number of schools of all kinds throughout the Empire. In 1866, however, an attempt to take his life was made by a student, and it was discovered that disaffection was wide-spread and spreading still more widely throughout the universities, whereupon the Czar revived the worst repressive measures of the former reigns. Institutions of learning were suppressed and their faculties exiled, and in the schools that remained open the policeman and government spy was everywhere.

The agent chosen to execute this system was Count Tolstoi, and his hand fell heavily at every point from the primary village school to the highest university. "The less people know," he said, "the more easily are they governed." Accordingly, the study of history, save in Greek and Roman classics, was prohibited, and from the classic t xt books all passages relating to popular rights and freedom were expunged. The study of geography, save that of Russia itself, was forbidden; "its tendencies are dangerous," wrote Count Tolstoi; "it suggests conflicting conclusions and gives rise to useless reasoning." The study of Russian literature was also interdicted on like grounds, and, indeed, all branches of learning save Greek and Latin were either proscribed or hopelessly discouraged. And the study of Latin and Greek was confined almost exclusively to the direst possible grammatical exercises. Instead of reading Homer they read the

lexicon; instead of reading Cicero they committed to memory pages of unrelated words and phrases. The number of schools was reduced, until in Moscow, for example, where there were 100,000 children between the ages of five and thirteen years, there was school-room for only 7,000 In an Empire with over 100,000,000 inhabitants the annual appropriations for public instruction (and all instruction must be public) are only \$10,000,000, or 10 cents per capita!

This is the old story of screwing down the safety-valve to prevent the escape of steam. The system was relaxed a trifle in the first years of Alexander III's reign, but is now as severe as ever. The government aims to withhold all education from the people so far as possible, especially everything approaching to liberal education.

Wherever education must be granted it is confined strictly to the aristocratic classes. And when the privilege of learning something is allowed, care is taken to make the instruction as barren and as profitless as possible. Everything is done to discourage attendance at high-schools. Heavy taxes are levied upon the students; they are constantly subjected to annoying surveillance, and they are in danger of being arrested at any time as "suspects." A youth once arrested under suspicion of disloyalty, no matter how clearly his innocence may be proven, nor how triumphant his acquittal may be, is forever debarred from becoming a student at any school in the Empire.

Now that the chief executor of this infamous policy is dead, it remains to be seen whether the evil that he did is to live after him, or whether the Czar will cease treasuring up wrath against a day of popular judgment.—Week's Current.

### PRIMARY DEPARTMENT.

[This Department is conducted by Howard Sandison, Professor of Methods in the State Normal School.]

## LANGUAGE.

that pertain to work in the primary grades, is intended to indicate something of the nature of the work succeeding that of the primary stage and preceding the regular grammar work.

The principal aim in all Language work is to give power to think. Second only to this is the design of giving the pupil power over the forms which the English language provides for expression, both that he may put into correct form his own thought, and that he may interpret the thought of others. While this is being done, he is preparing for the study of Grammar, Composition, and Rhetoric; these in their turn leading to the study of Logic and the highest forms of thought.

Bearing in mind the central thought of the work—power to think,— Language will be considered a means to that end. In each lesson, the teacher is to study how he may present his work in order to give the most training to the processes of thought.

For the subject-matter of Language, particularly from the fourth to the seventh grades inclusive, the central principles of the studies for which it is a preparation, will furnish a guide. Grammar, the classification of a word as this or that part of speech hinges on its use. We say, "The judge will fine the prisoner," and call "fine" a verb. In the sentence, "He can not pay the fine," we have the same word as a noun; and still another use is seen in "That is a fine tree. Language then, should teach the child to see the uses of words in sentences. While it is not specially desired that he should learn the terms noun, verb, and adjective, he can see that in the first sentence, "fine" shows what the judge will do, time, and the condition of the prisoner. not this insight into the uses of words giving him a valuable preparation for technical Grammar? When he studies the verb, he will extend his ideas, but the fundamental conception will be already in his mind.

In the second example given, "He can not pay the fine," when the child sees that the last word shows what "he can not pay," he is surely progressing toward the idea of noun. Again, when he tells us that "fine," in the sentence, "That is a fine tree," shows the kind of a tree, he is laying the foundation for a future study of the adjective.

Much of the work in Language then, should be on the uses of words. This conforms not only to the principle that Language is a preparation for Grammar, but is in accord with our highest

aim—power to think. In determining the use of an expression, the child's faculty of judgment is prominently called into exercise.

Rhetoric and Composition seek to determine the appropriateness of expressions. Hence Language, as a preparation for these studies, must provide exercises in the comparison of different expressions for the same thought and the choosing of the one that shall most closely express the thought which the speaker or writer wishes to convey. Testing this part of our subject matter, as we did the first, by reference to the general aim, we find that this form of work exercises to a great degree the power to reason. It harmonizes also with our second aim in Language, a mastery of the forms which the English language furnishes for the expression of a thought. Fullness and variety of expression then will be achieved along with the ability to compare expressions and choose the most appropriate.

The idea of use is so intimately associated with the two points just given that it would seem the proper thing to make our work on the use of words an exercise ground also for teaching variety of expression and for giving power to choose which of two expressions is better.

Suppose our aim in a certain series of lessons is to teach the child the use of the adjective (as a word, a phrase, or a clause), to give him a variety of expressions for the adjective idea, and to enable him to decide which expression he shall use in a given The work would be something like this: The teacher presents, in the first exercise, a sentence (perhaps more than one) which illustrates the point to be made. Take for example this sentence, "My ball was too heavy; so I asked John for a lighter one." The word to be considered is the adjective "lighter," and the child is to be led to the idea of a clause in its place. The idea of its use in the sentence is awakened in the child's mind. He will probably say that "it shows for what kind of a ball I asked for," thus giving the distinguishing mark of the adjective. The next step is to lead him to substitute another expression for the word, and the sentence becomes, "My ball was too heavy; so I asked John for one that was lighter," the clause "that was lighter" taking the place of the word "lighter" in the original sentence. This phase of the work then is giving him fullness of expression.

He must now see that the use of the new expression is the same as the use of the old, and can then advance to the idea of likeness and difference in the meanings of the two. He will see that the meanings are the same in general; and that, of the two, the latter draws rather more attention than the first to kind.

He is ready now to weigh the two expressions by the idea of appropriateness, and has had a drill that shall enable him to determine, in his future use of signs for the adjective idea, which sort of an expression—the word or the clause—shall most closely convey the shade of meaning he desires to give; a drill which shall help him also in interpreting the thoughts of others through their language. This exercise will help him to see shades of difference in other kinds of expressions as well.

Having explained by a set of examples the idea in a given substitution, the second form of the work is to give the pupil tests with similar sentences. After sufficient drill in this, a more difficult kind of work is taken up. The pupil selects from his reader and from other books examples of the kind of sentences studied, and takes the steps as indicated in the illustration.

The last exercise consists in the writing of a short composition, the selection from it of sentences illustrating the points previously taken on variety of expression, and a re-writing of the composition with such changes as shall render the meaning plainer or make the language more appropriate.

Considerable time should be spent on each kind of sentence studied, in order that the pupil may thoroughly master it. Perhaps one substitution might be given in a month through the forms of exercises indicated. The experience of the child in this kind of work and the difficulty of the points to be comprehended would determine the length of time to be spent. Since power to think is the aim, the amount of work done as well as the kind should be governed by a consideration of the question, "Is this work being taken in the way which shall cultivate most the processes of thought?"

In connection with this kind of work, other kinds may with profit introduced. For example, in punctuation, the use of periods, of commas, quotation marks, and semi-colons may be taught; the use of the forms of irregular verbs, as in this: "Two horses drew the sleigh," "The sleigh was drawn by two horses;" certain idioms of the language, for example, that in general it is better not to end a sentence with a preposition; though children are to learn that this is not an inviolable rule, since force sometimes requires just such an arrangement. The use of "which" and "that" for things, and of "who" and "that" for people, comes in with the study of adjective clauses.

As thought is developed, expression must be cultivated along with it. The series of exercises suggested affords a field for work with both oral and written sentences.

Throughout all the work of the school, the same care as to expression should be obserded. In this sense, every lesson of the day is a Language lesson. All oral and written errors should be corrected, by the child who makes them if possible, if not, by another pupil or by the teacher. Too much stress can not be laid on this phase of the Language work. If mistakes are allowed to pass uncorrected, the tendency to make them again is increased while ease in breaking the habit formed is lessened.

Not long ago a person said that he spends one-half of the year among people who are careless with regard to correct forms of language, and it requires the other six months of the year to correct the habits he has unconsciously formed. This is an exceptional case; but it illustrates well the point in question.

With regard to the compositions which children in the intermediate grades should be required to write, it should be borne in mind that *thought* must precede *expressions*, and they should not be expected to write on abstract or unfamiliar topics. Descriptions of objects and actions, and letter-writing are within their ability, and can be made valuable exercises.

Another form of Language work which affords excellent chance for the cultivation of the thought power and of expression is work with a sentence or paragraph from the reader. The child is required to give in correct form the thoughts suggested in such a selection. In this work, careful discrimination should be made between the really suggested thoughts and those things which can be imagined by the pupils. FLORA LOVE.

# COUNTRY SCHOOL DEPARTMENT.

[Conducted by W. H. CAULKINS, Supt. Tippecanoe County.]

## PLAIN HINTS.

few odd minutes le't over, at a time when studying is impracticable. Such may be utilized for short lessons on such subjects as common science will afford: rain, dew, fog, hail, snow, wind; effect of trees and vegetation on climate; food plants, clothing plants, fuel-plants, woods for building, medicine plants; characteristics of common poisonous plants and animals; value of different foods in the body, sources of human energy, work the old illustration of an engine for all it is worth; constellations visible each night, value of sun's heat and light, changes of moon, influence of planets, sun, and stars on earth; how soils are made; agricultural chemistry;—there are millions of subjects. Make out a list and have it ready for these scraps of time.

It can not be emphasized too much that the whole aim of intellectual education is to train the attention. He who can hold his mind absolutely to a subject is soon master of it. Those are the best disciplinary studies which train this attention. Science-teaching if done in a scientific way is one of the most efficient subjects practicable for this purpose. But if it is done, as so often it is, merely to make cyclopedias of the children, it is as bad as dates, or any other useless collections of facts. By attention we mean the seizing, "intending" power which bores right through a fact and seeing its nature knows where to put it with other facts.

The sum and substance of all method in teaching may be put in this brief maxim, which contains more than it seems to: *Produce in the pupil clear, exact thinking*. The bane of modern schools

is the haziness of thought produced. Things are seen as in a fog—only half-formed. The teacher who sticks to a pupil and a subject until the pupil sees it clearly and exactly is a successful teacher whether he violates the principles of "maximum activity", a "knowledge of the internal digestive condition of the pupil's mind", etc., etc., or not. The best result of a study of such principles is to produce clear thinking on the part of the teacher, and not to give him a microscope and scalpel to anatomise the pupil's mind during every second of its action.

There is an instructive lesson for educators in a natural boy. He runs wild during vacation, eats green stuff, bushels of it, violates nearly all the laws of health, and still lives through and comes out rosy and blooming. But weigh all his food for him, give him just so much fat, so much sugar, etc., etc., etc.; so much running, so much walking, all in the way to produce "maximum activity" of muscle, and what have you?—a dyspeptic, pale-faced, effeminate creature who is theoretically a boy, practically nothing.

# A FALSE TEST OF TEACHING.

## MACK SAUBA.

IT is often said that "Anybody can teach the bright pupils; the true test of teaching is to teach the dull ones"; but is this entirely true? Is it always the most prolific of good results to exhaust your best energies and choicest labor on the blockheads and scapegraces? Is it a higher test of teaching to spend days and weeks in the vain effort to pound, pound, pound a few ideas into a thick head than to guide with skill and good judgment the active, eager mind of an intelligent and industrious pupil?

Is it the better horseman who sits behind a dull, sleepy, lazy brute, taxing heavily a giant intellect to discover the most effective method of prodding with a sharp stick, or the one who holds the reins with a steady hand and quick eye over the racer?

How will such a theory work when applied to common things? You have a piece of calico and a piece of silk. As for the calico, you take your scissors, and your patterns, and your sewing-ma-

chine, and in a few hours you have an appropriate and serviceable dress—for your kitchen. But the silk is not disposed of so easily. That is too precious for the kitchen, and you take it to the best "artiste" you are able to employ, and spend your nights in planning its architecture, and your days in running to the dressmaker, and the result is wonderful to behold.

Why not all this tribulation over the calico? Because it was not worth it. You put it where it belonged.

Why can not mankind exercise the same degree of commonsense in the education of sons and daughters? Why are we so much better judges of horse-flesh and dress-goods than of boys and girls? We seem to think that a little larnin' is the philosopher's stone that can take any numskull boy who has assimilating power only for apples and new milk, and, by some mysterious process, convert him from a cider mill to a great genius; that it is as easy to fill his storage capacity with knowledge as with pumpkin pie, and only discover our mistake when the boy, instead of setting the world on fire, tapers off from a college graduate to a pettifogging lawyer or a third rate school-teacher, and, instead of electrifying the country as a Webster or Clay, is reduced to the humble extremity of displaying his talents in tragic, pathetic, and humorous recitations at school-exhibitions and charity-concerts; and it is rare good luck if his college training secures him a professorship in a base ball leagu:

Grapes from thorns 'you can't take.' Educate your commonplace boy for common-place affairs. Rank heresy, this, of course; but is he not often unwillingly forced out of a sphere in which he could be useful and successful in order to make a genteel nothing of him by stuffing, by some mode a' la sausage-machine, with materials that he digests about as readily as he would the eviscerated fruit-cans at the rear of a boarding-house?

That investment which does not yield returns is a failure. Even though one may have capacity, and succeeds in appropriating knowledge, if nothing is evolved therefrom, is it much less a failure? I know a man, in a little village, who has taken three diplomas at one of the first universities in the land, besides studying music under celebrated masters, who can sing you a lallaby

in Greek, Latin, German, French, Italian, English, or Welsh, while he pulls your tooth and you are howling in the most robust United States.

Again, there is such a thing as casting pearls before swine, weaving cloth of gold upon a ward of straw. This is well illustrated in "English as She is Taught." For example:—

"We have an upper and a lower skin, the lower skin moves all the time and the upper skin moves when we do."

"The three coverings of the brain are the diameter, the perimeter, and the trachea."

"The digestive fluids are the nerves, muscles, and bones."

"The chyle flows up the middle of the backbone."

Now is there any question whether to send such a mind to the university or to the asylum for imbeciles? Whether to waste the bulk of the teacher's time upon it at the expense of better material in the futile effort to force unappreciated wisdom into the skull of him who can not or will not learn?

Feeding him on science and classic literature is much like pouring wheat into a corn-sheller,—they will not be ground fine enough to deserve to be called education. Besides, it is painful to all concerned. A method for educating such cases, in dental parlance, "absolutely without pain," would supply a long felt want. It would be so much easier to fill his head with putty than with knowledge.

The school-teacher usually spends nine tenths of her time upon the sluggards and dolts in order to keep them up with the average, under the notion that the bright pupils will take care of themselves. The result is that the abler ones frequently fall into habits of indolence while waiting for the weaklings and drones. Would it not be refreshing now and then to astonish the public by showing what the better ones would do if given a fair opportunity?

Is it the best test of teaching to spend nearly all the instructor's strength to lift those who cannot or will not rise, and let the best material be neglected?

# EDITORIAL.

ORDERS for change of address of the Journal should reach this office not later than the 25th of the month, as the mailing list is made up at that time. Orders for change later than this always makes necessary double mailing. Don't forget to give the old address as well as the new.

"'TIS TRUE, 'tis pity, and pity 'tis, 'tis true,' that there are still a few who have not yet paid for their School Journal, and have not made any explanation as to cause of their long delay. *Please* do not neglect this longer.

THE books adopted for the Teachers' Reading Circle for the year 1889-'90 are, Compayrê's Lectures on Pedagogy (\$1.25), and Steele's Popular Zoölogy (\$1.00). Outlines will be prepared as before, and each book will be carefully analyzed.

A LARGE number of county superintendents have been unanimously re-elected, showing that politics were, for the time being, ignored. This is as it should be. A man who does his duty faithfully and efficiently should have the hearty support of every trustee who can put the interest of the children of the county above the interests of his party.

OUR STATE EDUCATIONAL INSTITUTIONS are all in excellent condition and never before stood as well before the public. Our State University, our State Agricultural College, and our State Normal School are each an honor to the state, and they rank high with similar institutions throughout the land. Indiana has abundant reason to be proud of them.

THE Michigan Legislature has recently passed a law which provides for "local option" on the free text-book question. The question is submitted to a vote of the people, and if a majority of any school district or any town favor it a sufficient tax is levied by the school officers and school books are furnished free to the children. That is the books are purchased by the board and *loaned* to the children. Each district is left free to select its own books, for when books are free the principal argument in favor of "uniformity" disappears.

On another page will be found the list of county superintendents elected June 3. It will be noticed that almost one-half of them are new. The Journal wishes to suggest that personal feeling, where any exists, should be made subordinate to the good of the school, and the retiring superintendent should do all in his power to aid his successor in getting hold of the work and making it a success. In some instances this may require an effort, but it is Christian. Remember the

golden rule. The successful candidate can afford to be magnanimous toward his competitor. One who would use his official position to "get even" with an opponent is unworthy to hold office.

THE NEW SCHOOL-BOOK LAW.—The State Board of Education opened the bids for furnishing school-books under the new law, at the date announced in the last Journal, and it was found that not a single bidder had complied with the requirements of the law in furnishing the necessary bond. The board rejected all bids, if the irregular propositions could be called bids, and re-advertised. The new bids, if any, will be opened July 1. The indications are that none of the leading houses will offer their best books at the prices named in the law. Some of them will offer their old books, but the State Board want the best or none.

U. S. SCHOOL COMMISSIONER.—The President has as yet made no change of School Commissioner. One of the leading candidates for the office of commissioner was Gen. Thos. I. Morgan, principal of the Rhode Island State Normal School, and by many it was believed he stood the best chance because of his intimate army relations with the President. But recently Gen. Morgan has been appointed to the office of Indian Commissioner. This leaves the way clear for the appointment to the office of School Commissioner of some acknowledged leader of education, such as Wm. T. Harris, or E. E. White. Such an appointment is what the educators of the country desire and expect. May they not be disappointed.

### THE NATIONAL EDUCATIONAL ASSOCIATION.

The Association will convene in Nashville, Tenn., as heretofore announced, July 16. The distance is not great and the railroad expense has been reduced to a single fare for the round trip. The rate from Indianapolis is \$9.00 In addition to this single rate teachers must pay a membership fee of \$2 to the Association when they purchase their tickets. This fee however will secure to them all the privileges of the Association, including reduced rates of railroads and hotels, and also a copy of "The Proceedings of the Association," a neatly bound and valuable book.

Boarding can be secured at from 50 cts. in private families to \$3 a day in first-class hotels. If you have not yet arranged for a boarding place, write at once to the local secretary, Mr. Frank Goodman, Nashville, Tenn., and tell him what kind of a place you want and what price you wish to pay.

By reference to an advertisement in the Business Department of the Journal you will see the time at which the trains leave Indianapolis and reach Nashville. Persons who reach Louisville by other roads

will join the Indianapolis delegation at that point, as the "Louisville & Nashville" is the only direct route between these two places. It will be noticed from the advertisement that persons can stop off either going or coming to see the world-renowned Mammoth Cave. Several noted battle-fields and some attractive mountain resorts can be reached at little expense from Nashville. Supt. Jones, of Indianapolis, the Journal editor, with their families, and others are expecting to spend some time "in the mountains."

The fear of warm weather need keep no one away. The intensity of the summer heat is generally no greater in Tennessee than in Indiana. The chief difference is in the length of the warm term.

The most of the Indianapolis delegation will leave on the 8:45 A. M. train Monday, July 15, and thus make the entire trip by daylight. Indiana should be well represented.

#### NO MORE EXAMINATIONS FOR PROMOTION.

The School Board of Indianapolis have taken steps to do away with written examinations for promotions. A committee of the board, in connection with Supt. L. H. Jones, have made the following report, and final action will be taken upon it in July. As the Supt. joins in the recommendation the report will almost certainly be adopted. It will be noticed that it is not proposed to dispease with written tests as a means of instruction; but they are to be abolished as a basis of promotion. The tendency is undoubtedly in this direction, and the subject deserves careful study and investigation. The report is as follows:

"Examinations for promotions, as frequently conducted, test chiefly the remembrance of what has been taught, and usually retard rather than encourage the process of mental assimilation by which knowledge is transmitted into power. It is believed, also, that when used as a principal means of determining promotions they offer an artificial and undue stimulant to study immediately preceding the stated times for such examinations. It has been observed that such influence has been felt most keenly by a class of nervous and exceedingly conscientious pupils, who do not need urging at all in their studies, but it fails most completely with those who most need the force of motives to study. It is not believed by your committee that written tests in schools should be abandoned, but their purpose, scope, and management should be modified so as to keep pace with the advance manifested in other departments of school work.

"It is recommended that written examinations hereafter be made only when, in the judgment of the superintendent, some special good in the advancement of the pupils can be gained by this means; and that in such cases the questions be framed so as to test the growth of mental power, and that such examinations be given without formal notice to the pupils; that these examinations be so conducted as to indicate by their results to teachers any desirable change in the methods of instruction and study, but that no record be made in per cents of the success or failure of pupils in such examinations. It is further recommended that hereafter promotions be made upon the recommendations of the teachers in charge, together with that of the supervisor and superintendent, and that if in such case pupils who fail of promotion by reason of non-recommendation are dissatisfied with such decision, the superintendent may, in his discretion, grant such pupils a test examination, and such pupils shall then abide by the result of such examination. It is not intended by this action to interfere with the written reviews needed by the teachers in the prosecution of their duty."

# A LETTER FROM JAMES G. MAY.

The following characteristic letter written by James G. May will be of interest to many teachers. Of course it was not written for publication. He did not live to see his eighty-fourth birthday, as a short notice of his death appeared in the April issue of the Journal. He continued to teach till within a few days of his death. The letter is written in a plain legible hand, showing no sign whatever of tremor or unsteady nerves. Here is the letter:

No. 8 Jefferson Township, Washington County, Ind., December 24, 1888.

# . W. A. Bell, Editor of Indiana School Journal:

ESTEEMED FRIEND—I anticipate for you an enjoyable, lively time in the Indianapolis gathering of teachers the present week. It was my purpose to be one of the teachers who shall grasp your friendly hand, but Providence has ordered matters otherwise. I am teaching fourteen miles from the R. R. station, and wife, with whom I have lived almost sixty years, says that, at our time of life, in such cold weather as we had all of last week, we must not undertake such a rough overland trip. I yielded to her decree. As to going alone, I could not think of leaving her alone at our temporary domicile. Where I go I must have her go.

There are several reasons why I would like to attend the coming meeting of the State Teachers' Association. I feel confident that nothing else would contribute so much to the progress and well-being of the common schools as to allow teachers to earn a professional reputation. Long term license is not professional character. As the law now is, industrious, intelligent, successful teaching work affords no living character. The lawyer's license shares a life-long soul. The

minister's ordination gives him professional character for life, and so of every other trade in learning, except the poor schoolmaster. Long, grand work, on his part, is not allowed to afford him professional reputation. This ought not so to be. I want you, my friend, to look this issue full in the face. In the matter I have no personal interest. In three months from this date, I aim to retire from school-room work, but I do feel intensely for the real welfare and actual success of the great educational work.

I have been a close student from early childhood up to this day. I know how to maintain the health of body, mind, and soul. You can verify that, in saying this, I am not boasting. Look at minutes of the State Teachers' Association which I wrote just before the Association elected me its president, and compare my penmanship then with the chirography of this letter, and note the maintenance of nerve power. Then I was much younger than I am to-day. If I live to see the 21st day of next April, I shall be eighty-four years old. What has kept me vigorous and active all these years? When I labor, my mind never anticipates fatigue. When I eat, my mind expects not indigestion. In short, my mind never borrows fatigue, trouble, or ill health. My beloved old wife, now in her 78th year, tries to live in the same style, and while I am writing, she is preparing an excellent dinner for her old husband and herself. If we live to see the 5th of the coming March we shall have been husband and wife sixty years. I would love to be with you this week.

Sincerely your friend,

JAMES G. MAY.

#### COUNTY SUPERINTENDENCY CONTESTS.

The new text-book law provides that the county superintendent shall give a special bond for the faithful discharge of his duties under this law, within thirty days after the Governor's proclamation declaring this law in effect. The commissioners in several counties have construed this law to mean the general proclamation of the Governor, and not the special one, when text-books have been selected, and so they have "ousted" the superintendents who have failed to file this special bond and appointed new superintendents in their place.

State Supt. LaFollette, after consultation with Attorney-General Mitchner, has issued the following:

INDIANAPOLIS, June 21.

# To the County Superintendents:

GENTLEMEN—Through the misconstruction of Section 10 of the recent text-book law the county commissioners in some counties have needlessly annoyed some superintendents by attempting to remove them from office, because of alleged failure to comply with the demands of said section, requiring the filing of an additional bond.

In order to avoid any further annoyance upon this point, I wish to call your attention, and that of the commissioners, to the fact that the proclamation referred to in Section 10 is the special proclamation to be issued by the Governor immediately after the letting of contracts for books, as required in Section 6 of said law. No contract has yet been made. The State Board meets July I, and no contract can be let until some time subsequent to that date; after the letting of which and the issuing of the Governor's proclamation, the superintendents have thirty days in which to file the required bond.

Should such contracts be let, due notice and blank forms for additional bond will be sent to superintendents from this department immediately, and in ample time to meet all the requirements of the law.

HARVEY M. LAFOLLETTE.

In Greene County a worse muddle has developed under the section of the statute in question. The county commissioners summarily ousted Wm. M. Moss from the county superintendency and elected H. E. Cushman in his place. As soon as this was done Jno. T. Lamb, ex-county superintendent, steps forward and demands the office, on the ground that Section 4424 of the Revised Statutes of Indiana provides that the official term of the county superintendent shall expire as soon as his successor is appointed and qualified. Moss not having qualified, according to the claims of the county commissioners, such failure does not create a vacancy in the office. Ex-Supt. Lamb therefore notified the board that he would continue to fill the official duties of county superintendent, his term not yet having expired.

In Switzerland County the trustees were divided even politically. After several ballots the trustees who were voting for the old superintendent declined to vote—the others all voting for the new man, whereupon the auditor declared the new man elected.

The Attorney-General says that the legal authority is strongly in favor of the opinion that when a member of a body is present and does not vote he gives his assent to what others do. If this opinion prevails the new man will hold his place.

In Perry County, two years ago, Supt. I. L. Whitehead was not a candidate and another man was elected. After the election it was found that the person elected had come to this country when he was eleven years old and had never naturalized. The courts held that he was not eligible, and so Mr. Whitehead held over.

At the recent election, June 3, Mr. Whitehead was not a candidate, and another was elected to take his place. After the election had taken place and the board had adjourned it was learned that the man elected was really a citizen of an adjoining county. The State Supt. having heard a statement of the case has concluded that chances are in favor of Mr. Whitehead holding over again, and will continue to recognize him until the court decides the case. Mr. Whitehead can

certainly endorse the old adage: "It is better to be born lucky than rich."

These contests are always to be regretted, as they universally result in harm to the school interests.

# QUESTIONS AND ANSWERS.

## STATE BOARD QUESTIONS USED IN MAY.

[These questions are based on Reading Circle work of 1887-8.]

WRITING AND SPELLING.—The penmanship shown in the manuscripts of the entire examination will be graded on a scale of 100, with reference to legibility (50), regularity of form (30), and neatness (20). The handwriting of each applicant will be considered in itself, rather than with reference to standard models.

The orthography of the entire examination will be graded on a scale of 100, and 1 will be deducted for each word incorrectly written.

GEOGRAPHY.—I. Name and locate three of the mountain ranges of Asia.

- 2. Locate Rochester, Hot Springs, Milwaukee, Vicksburg, and mention something for which each is noted.
- 3. Describe the Tennessee River, the Platte, the Merrimac, the Genesee.
- 4. Name in order the states that border on the Mississippi River on the east. On the west.
- 5. Name the chief cities of the world that have about the same latitude as Cincinnati.
- 6. Locate Puget Sound, Isthmus of Tehauntepec, Mozambique Channel, Nantucket Island.
- 7. Name three of the greatest tobacco-producing countries of the world.
- 8. Name five of the most important imports of the United States, and the place or country from which each is brought.
- 9. To what race do the Japanese belong? The Hindoos? Most of the inhabitants of Oceanica? The Swiss? The Moors?
- 10. Name the four currents of the Atlantic Ocean, and state which are warm and which are cold.

HISTORY.—I. Give a brief sketch of the early Abolitionists.

- 2. What was England's attitude toward the United States during our Civil War? How was this shown?
- 3. What was meant by the "Wild Cat Banks"? At what period were they in operation?

- 4. Name four notable Secretaries of the Treasury, stating under what President they served.
  - 5. How is the President elected?
  - 6. Tell the story of Osceola.
- 7. Name the five leading American historians, and state what subjects and periods they have discussed.
  - 8. What was the cause of the Mexican War?
  - q. Which was the last slave state admitted to the Union?

GRAMMAR.—I. Only a tyrant would act thus. Parse thus and only.

- 2. Justify or correct the following sentences:-
  - (1) I am a man that have traveled and seen many countries.
  - (2) It is her talents, not her beauty, that attracts attention.
  - (3) Neither will they be persuaded, though one rose from the dead.
  - (4) Men who but speak to display their abilities are generally unworthy of attention.
  - (5) A great and good man looks beyond time.
- 3. Use the verb lie in the past and past perfect tenses of the indicative mode.
- 4. Under what circumstances should the relative clause be set off from its principal clause by a comma? Illustrate each case by an example..
  - 5. Compare and contrast participles with adjectives and infinitives.
- 6. In English what parts of speech are subject to rules of agreement? Illustrate each instance.
- 7. Analyze: "All that is best in the great poets of all countries is not what is national in them, but what is universal."
  - 8. Give the reasons for the existence of pronouns in a language.
- 9. Write sentences containing a clause expressing, (a) condition, (b) end of purpose, and (c) cause. Designate each clause.
  - 10. Give five rules for the use of capitals, and illustrate.

(Applicant to answer any seven.)

ARITHMETIC.—I. A farmer gave a pile of wood 24 feet long, 8 ft. wide, and 4 ft. high, worth \$5 a cord, for coffee at 30 cts. a fb.; how much coffee did he get?

- 2. A traveler has 50 sovereigns, worth \$4.84 each; 40 naps, worth 39 cents each; 200 marks, worth 23½ cents each: how much has he in United States valuation?
- 3. The difference in time between two places is 45 minutes; what is the difference in longitude?
- 4. A circular piece of ground, whose radius is 8 rods, is worth \$500; at the same rate what is the value of a circular piece whose radius is 20 rods?
  - 5. A merchant bought a bill on London at 60 days sight, at \$4.85

the  $\mathcal{L}$ ; three days before maturity he sold it at \$4.87: money being worth 6%, did he gain or lose, and how much?

- 6. A man owes \$1,000 due in four months, \$600 in six months, \$900 in five months, and \$1,200 in three months; when can he pay all together without loss or gain?
  - 7. How many rods in 1/4 mile, linear measure?
- 8. If 19 brick make a cubic foot of wall, what will be the cost of a wall 4 rods long, 9½ ft. high, and 2 ft. thick, at \$8 per 1,000 brick in the wall?
- 9. A bought the 4 sections in the center of a government township of land; what will be the length of a road from the n. e. corner of his land to the n. e corner of the township?
- 10. A room is 40 ft. long, 30 ft. wide, and 15 ft. high; what is the distance from the n. w. upper corner to the s. e. lower corner? Solve by one process.

  (Any seven.)

Physiology.—1. Point out some of the striking peculiarities of the human skeleton.

- 2. Name some of the most important bones of the human skeleton that are hollow, and state what ends are served by the fact of their hollowness.
- 3. Describe three different kinds of joints found in the human body.
  - 4. Explain the gross structure of a muscle.
- 5. State the relative nutritive value of several articles of diet in common use.
- 6. Define a gland, and name some of the most important kinds of glands.
  - 7. What are the functions of the liver?
  - 8. What is meant by near-sightedness?
- 9. Distinguish clearly between, (a) a nervous stimulus, (b) a nervous impulse, (c) a sensation.
- 10. Where are the sympathetic ganglia situated? What is their function? (Seven of the ten.)

SCIENCE OF EDUCATION.—1. What is the essential characteristic of imagination? Name any studies that call the imagination prominently into exercise.

- 2. State any moral aspects which you conceive the training of the imagination to have.
  - 3. What are the chief elements of good governing power?
- 4. What is the Socratic method of procedure in conducting a recitation? What its excellence? Its defects?
  - 5. What is the true object of a teachers' county institute?
- 6. State what seems to you the best plan for conducting a county institute.

7. In addition to a thorough knowledge of subjects, what are the most important qualifications of a primary teacher?

(Applicant to answer any five questions.)

READING.—"The sun that brief December day
Rose cheerless over hills of gray,
And, darkly circled, gave at noon
A sadder light than waning moon.
Slow tracing down the thickening sky
Its mute and ominous prophecy,
A portent seeming less than threat,
It sank from sight before it set.

A chill no coat, however stout,
Of homespun stuff could quite shut out,
A hard, dull bitterness of cold,
That checked, mid-vein, the circling race
Of life-blood in the sharpened face,
The coming of the snow-storm told.
The wind blew East; we heard the roar
Of Ocean on his wintry shore,
And felt the strong pulse throbbing there
Beat with low rythm our inland air.

Meanwhile we did our nightly chores—Brought in the wood from out of doors, Littered the stalls, and from the mows Raked down the herd's-grass for the cows: Heard the horse whinnying for his corn; And, sharply clashing horn on horn, Impatient down the stanchion rows The cattle shake their walnut bows; While, peering from his early perch Upon the scaffold's pole of birch, The cock his crested helmet bent, And down his querulous challenge sent.

Unwarned by any sunset light
The gray day darkened into night,
A night made hoary by the swarm,
And whirl-dance of the blinding storm,
As zig-zag wavering to and fro,
Crossed and recrossed the winged snow;
And ere the early bedtime came,
The white drift piled the window-frame,
And through the glass the clothes-line posts
Looked in like tall and sheeted ghosts."

Write ten questions on the above, suitable to be given to pupils to bring out the thought.

The candidate will read a selection, and will be marked thereon on a scale of 50

# ANSWERS TO PRECEDING QUESTIONS.

READING.-1. What is meant by-

- "A sadder light than waning moon?"
- 2. Explain the expression,—"ominous prophecy."
- 3. How could the sun "sink from sight before it set?"
- 4. Why is the face said to be "sharpened?"
- 5. Why is the direction of the wind given?
- 6. What is the subject of the verb beat in the last line of the 2d stanza?
- 7. Does the word "herd's-grass" refer to the herd of cattle, or is it the name of a kind of grass?
  - 8. Explain "Querulous challenge."
  - 9. Give two reasons for the absence of "any sunset light."
  - 10. What is the poet describing in this selection?

GRAMMAR.—I. Thus is an adverb of manner, modifying the verb act. Only is an adjective, modifying tyrant.

- 2. (1) Have in the first person should be has in the third.
  - (2) It is her talents, not her beauty, that attract attention. Attracts should be attract, in the plural, to agree with talents.
  - (3) Neither will they be persuaded though one rise from the dead. Rose should be rise.
  - (4) Men who speak but to display, etc. The adverb but is out of place. It should be placed near to display, which it modifies.
  - (5) Correct.
- 4. The relative clause should generally be set off with commas, with the following exceptions: 1. When the relative immediately follows its antecedent and is taken in its restrictive sense, as, "A letter is a character which expresses sound." 2. When the clause is short and the relative is omitted, as, "Speak to the first man you meet."
  - 6. Nouns; He gave his life a ransom for many.

Pronouns; I that speak to you am he.

Verbs; The dog knows his master.

- 8. They save constant repetitions of names, and owing to their shortness are more convenient often than the nouns for which they stand.
  - 9. (a) Conditional—I will not go if it rain.
    - (b) Purpose—I go away that I may prepare a place for you.
    - (c) Cause—He ran away because he was guilty of forgery.

GEOGRAPHY.—2. Rochester is in the western part of New York, on the Genessee River; it is noted for its flouring mills and manufactures.

Hot Springs is in western Arkansas, and is noted for its medicinal springs.

Milwaukee is in eastern Wisconsin, on Lake Michigan, and is noted for its breweries.

Vicksburg is in western Mississippi, and is noted for the celebrated siege in 1863.

- 7. The United States, West Indies, and South America.
- 8. Coffee-Java and South America.

Tea—China and Japan.

Sugar-West Indies.

Woollen goods-England and France.

Cotton goods-England.

9. Japanese-Mongolian.

Hindoos-Caucasian.

The inhabitants of Oceanica-Malay.

The Swiss and Moors-Caucasian.

10. The Gulf Stream-warm.

The Equatorial Current-warm.

The Antarctic Current-cold.

The Arctic Current-cold.

PHYSIOLOGY.—I. The spinal column is a wonderful manifestation of wisdom and mechanical skill. It is the main support of the body, and at the same time a flexible tube protecting the spinal cord.

The structure of the bones of the skull is of such a nature that it will not fracture easily, since it is composed of plates of different hardness.

The arrangement of the bones of the wrist and forearm is a wonderful device to secure strength and freedom of movement.

4. The location and use determine the structure of a muscle. Some of the different forms are as follows:—

Radiate, in which the fibres radiate from a central position.

Fusiform, in which the fibres diminish in size from the center to each extremity.

Penniform, in which the fibres are arranged like the plumes upon a quill; and sphincter muscles, in which the fibres are circular.

- 5. Milk stands at the head of the list as a model food. Cheese is very nourishing—twice as much so as meat. Then perhaps eggs, beef, mutton, pork, etc., might be taken in the above order.
- 6. A cell or collection of cells having the power to secrete or separate some peculiar substance from the blood. The liver, the salivary glands, and the lymphatic glands are among the most important.

- 8. Near-sightedness is the inability to see objects unless brought close to the eye. The eye is too convex and the rays of light are brought to focus in front of the retina.
- 9. A nervous stimulus is whatever influence or force stimulates the nerves tò action; or it is that subtle influence which is conveyed from the nerve centers outward through the nerves.

A nervous impulse is the result of the action of the nerves upon the muscles or other organs.

A sensation is the impression made upon the mind by the action of the sensory nerves.

ARITHMETIC.—I. A cord of wood is 8 ft. long, 4 ft. wide and 4 ft. high, and a pile 24 ft. long, 8 ft. wide and 4 ft. high contains 6 cords. 6 cords @ \$5 is \$30. \$30 + 30% = 100. He got 100 ib coffee.

2. 50 sovereigns @ \$4.84 = \$242.

200 marks @ 
$$23\frac{1}{2}$$
 = 47.  
40 naps @  $39$  = 15 60

Total value.....\$304.60

- 3. One minute of time corresponds to 15 minutes of longitude; hence  $45 \times 15 = 675' = 11^{\circ}-15'$  longitude.
- 4. Similar figures are to each other as the squares of their like dimensions; therefore, 8<sup>2</sup>: 20<sup>2</sup>:: 500: Ans. = \$3125.
- 5. \$4.85 in 60 days will amount to \$4.8985; therefore he loses \$.0285 on every pound—nearly  $\frac{4}{10}$ %. The amount of loss can not be found from the data given.
  - 6.  $\$1000 \times 4 = \$4000$   $600 \times 6 = 3600$   $900 \times 5 = 4500$   $1200 \times 3 = 3600$  3700 15700 + 3700 = 4.243 months, or 4 mos. 7 days from the present.
  - 7. A mile = 320 rods.  $\therefore$  1/4 mile = 80 rods.
  - 8.  $66 \times 9\frac{1}{2} \times 2 = 1254$  cu. ft. in the wall.  $1254 \times 19 = 23.826$ , the number of bricks.  $23.826 \times 8 = $190.608$ , Ans.
- 9. The road will be the hypotenuse of a right angled triangle whose two sides are each 2 miles; hence  $\sqrt{4+4} = 2.8284$  miles, Ans.
- 10. For obvious reasons the length of the line is  $\sqrt{40^2 + 30^2 + 15^2} = \sqrt{2725} = 52.2015$  ft., Ans.

SCIENCE OF EDUCATION.—I. Imagination is the faculty by which we form\_ideal perceptions. It is the power of ideal creation. Its essential characteristic is its power to form new combinations or to create new ideals. History, geography, zoology, etc.

2. It is of value in the formation and development of character. By it we attain new ideals of life—of what we hope and wish to be—

and these ideals are the types to which we endeavor to mould ourselves.

- 3. Patience, justice, cheerfulness, promptness, kindness, wisdom.
- 4. His method was conversational. If the ideas of his pupil were incorrect he showed their absurdity by first admitting them, and them leading the learner to the legitimate consequences of the erroneous idea. This he accomplished by skillful questioning, aided by the incomparable Socratic irony. It induced the pupil to think and investigate for himself, and to depend upon himself. On the other hand, irony is a dangerous implement, and should only be used by a skillful hand.
- 5. To instruct those who need it; to compare ourselves and our methods with others engaged in the same work; to discuss matters of general interest to the profession; social intercourse and acquaintance with our fellow-teachers.
- 6. Those who are specially good in any subject should give instruction in those subjects. Able instructors from abroad should be employed. Every one as far as possible should be required to do something. Difficult points and subjects should be carefully considered.
- 7. Tact, patience, kindness, sweetness of disposition, neatness, etc., etc.

HISTORY.—1. The Quakers seem to have been the first Abolitionists. They were opposed to slavery from the beginning of their existence as a body. They presented the first petition for the abolition of the slave trade. Washington, Franklin, Jefferson, Madison, Jay, Hamilton, and others were opposed to slavery. Societies to promote gradual abolition began to be formed in the North in 1775. The Pennsylvania Abolition Society, whose first president was Franklin, continued until slavery was destroyed. The Abolitionists were bitterly hated. They were frequently mobbed, and sometimes killed. Some of the noted Abolitionists were Wendel Phillipps, Horace Greely, Theodore Parker, J. R. Giddings, Charles Sumner, Wm. Lloyd Garrison, Horace Mann.

- 2. Her attitude was that of secret hostility. It was shown in her allowing rebel privateers to be fitted out in her ports, in furnishing the rebels arms and ammunition and supplies, and in giving the rebels recognition and moral support.
- 3. Private, irresponsible banks, that were scattered all over the country, from 1835 to 1865.
  - Alexander Hamilton—under Washington. Salmon P. Chase—under Lincoln. George S. Boutwell—under Grant. John Sherman—under Hayes.
  - 5. By the votes of the electors chosen by the people of the several

states; in case of there being no choice the House of Representatives elect, each state having one vote.

- 6. Osceola was a half-breed chief of the Seminoles in the war of 1835. He was a man of great talents and audacity. He was the leader in several desperate attacks of the Indians. In 1837 he came into the American camp with a flag of truce, but being suspected of treachery he was seized and thrown into prison, where he died in 1838.
  - John Lothrop Motley—The Rise of the Dutch Republic and The History of the New Netherlands.

Bancroft-History of the United States.

Prescott—Conquest of Mexico.

Irving-Lives of Columbus and Washington.

Lossing-United States History.

- 8. The annexation of Texas.
- 9. Missouri.

# DEPARTMENT OF QUERIES AND ANSWERS.

[This Department is conducted by J. C. GREGG, Superintendent of the Brazil Schools.

Direct matter for this department to him.]

#### QUERIES.

- 201. A tin vessel having a circular mouth 10 inches in diameter, and a depth of 12 inches, is ½ full of water; what are the diameters of the two largest balls that can be put in and just be covered by the water?

  EDGAR WHITE.
  - 202. What state pays her teachers the highest salaries? Anon.
- 203. In what battle on American soil was the greatest number of men engaged?

  CLARENCE WINTERS.
- 204. Conceive an equivalent triangle inscribed in a circle; erect a square upon one side, and compare its area with that of the square on the radius.

  J. H. GILDERSLEEVE.

#### ANSWERS.

- 187. No answer received. Will not some one solve this very interesting problem?
- 188. California, Illinois, Kansas, Maryland, Missouri, New Jersey, Pennsylvania, Tennessee, Virginia, and Wisconsin.

JAMES F. HOOD.

189. Chili.

EDGAR WHITE.

190. Well is an adverb and modifies to do. JAS. F. HOOD.

191. In a noted German poem a fox figured conspicuously; the name of this fox was Renard; hence the application of "Renard" to foxes.

- 192. On May 13, 1878, Mr. Potter, of New York, introduced into the House of Representatives "a resolution for the investigation of alleged frauds in the late presidential elect on in the states of Louisiana and Florida." After much debate and long delay the resolution was adopted. The investigation was held, and among other things the "Cipher Dispatches" came out.

  ROBT. J. ALEY.
  - 193. These equations are easily reduced to this form:-

$$\sqrt{x} (\sqrt{x^3} + \sqrt{y^3}) = 9$$

$$\sqrt{y} (\sqrt{x^3} + \sqrt{y^3}) = 18 \quad \text{whence}$$

$$\frac{9}{\sqrt{x}} = \frac{18}{\sqrt{y}} \text{ and } y = 4 \text{ x}$$
Substituting this value—
$$x = \pm 1$$

 $y = \pm 4$ 

C. A. DUGAN.

Anon, 189-192; Rose C. Grossgloss, 182-5-6, 193; C. A. Dugan, 193; Edgar White, 189, 190-2; Lizzie Johantgen, 189, 190; Robert J. Aley, 192, 193; James F. Hood, 188-9-90-1-2; Thai, 193.

Let us have some new fresh queries. Queries with regard to these circles touching each other, etc., have become stale. Let us not lose interest during vacation.

# MISCELLANY.

- G. W. & F. J. LAHR will conduct a summer normal at Huntington, beginning July 1.
- A FLOURISHING NORMAL is being conducted at Washington by Hoffman and Axtell.
- W. H. ELSON and L. H. Hadley closed a very successful normal at Rockville, June 7.
- F. S. Morgenthaler and M. F. Babbitt closed a four-weeks normal at Huntingburgh June 28.

THE Marshall Co. Normal will open in Plymouth July 8. It will be under the care of A. J. Whiteleather.

A SIX-WEEK NORMAL will open at New Albany July 8. Instructors John R. Weathers and E. B. Walker.

A NORMAL was opened in Marion, June 4, with Jas. A. Farrell as principal, and J. E. Souers as assistant.

THE WAYNE CO. SUMMER NORMAL is held this year at Dublin. T. A. Mott, manager. It begins June 20.

EZRA MATTINGLY closed a normal at Odon, June 7. It was the largest and most successful normal ever held in Daviess county.

THE Hamilton County Normal will be held at Noblesville, opening August 5. Instructors, David Wells, J. F. Haines, E. A. Hutchens.

ANTIOCH COLLEGE, of Yellow Springs, O., (Horace Mann's old -college), has brighter prospects than for many years past. It deserves -eminent success.

THE Supervising Principals of the Indianapolis schools have had their salaries raised from \$1200 to \$1400. Salaries were advanced nearly all along the line.

THE AMERICAN ASSOCIATION FOR THE ADVANCEMENT OF SCIENCE will hold its 38th meeting at Toronto, beginning August 27. For particulars address F. W. Putnam, Salem, Mass.

THERE are thirteen female county superintendents in Kansas at present. This represents one.eighth of the whole number in the state. It is a shame that the women do not have an equal chance with the men in Indiana.

DEPAUW NORMAL SCHOOL has closed the most prosperous year in its history. It does purely professional work, and follows the most approved methods. All its faculty are graduates of the State Normal School, and follow closely the methods of that school.

INDIANA UNIVERSITY has closed its 65th year, and its prospects were never before so bright. Every year shows a decided improvement in both attendance and instruction. Pres. Jordan has called to his assistance an enterprising, wide-awake faculty, who keep abreast the best thought of their respective departments.

FAIRMOUNT ACADEMY is a young and vigorous school and deserves liberal patronage. The instructors are J. R. Sherrick, principal, and Ryland Rytliff and J. M. Dickey, assistants. All are most excellent instructors. Fairmount, a place of some 1500 inhabitants, has never had a saloon. This speaks well for the moral tone of the place.

UNION CHRISTIAN COLLEGE, located at Merom, Ind., has closed another prosperous year. President Albright, while comparatively a young man, is one of the very best men that has ever filled that place. The faculty is composed of men and women well qualified for their several places, and the instruction is thorough. The moral atmosphere is good, there being no saloon in the village.

PURDUE UNIVERSITY has closed another successful year. The annual Register shows 328 in the College Department and 111 in the Preparatory Classes. Of those in the college 34 are post-graduates. This unprecedented number of post-graduates speaks well for the school. It indicates the kind and extent of instruction afforded, and it shows the stimulating effect of the teaching in the regular courses.

Three new buildings will be completed the present summer at a cost

of \$60,000. The principal one of these will be devoted to the new School of Electricity, which will be the most complete school of the kind in the West. Pres. Jas. H. Smart is a worker.

One of the largest educational meetings ever held in Grant county was held at Jonesboro June 6. It was the occasion of township graduation exercises. There were twenty-five graduates, and Supt. Ellis gave two prizes (Webster's Unabridged Dictionaries), one for best scholarship and one for best graduating essay. There are now 367 graduates in this county. U. S. Candy is trustee.

THE State Superintendent's May apportionment shows the following facts:

Amount collected from counties	\$934,989	8 r
Interest on non-negotiable bonds	117,143	49
From all other sources	8,928	18
Total on hand	\$1,061,061	48
Amount apportioned	1,050,428	80
Number of school children	770,7	28
Amount per capita	\$1	.35

THE following persons received a professional license by order of the State Board at its meeting on May 14, they having passed a satisfactory examination:

Margaret A. Carroll, Fred. M. Dewey, Charles A. Dugan, Alfred W. Dunkle, Tilla Goff Ewing, Josephine Fielding, John Havey, Theodore Huntington, W. B. Jakways, Titus E. Kinzie, Mattie E. Lough, Harvey Lucas, Florence Markley, Thomas M. Merica, Watson Nicholson, Ryland Ratliff, Charles W. Shleppy, Bertha Sweeney, Clara Weir, Horace G. Woody.

For Life State License the following persons passed a successful examination:

Wesley S. Almond, Alpheus L. Baldwin, Mary L. Best, Emma R-Chandler, Samual W. Convoy, Thomas L. Harris, Francis L. Harris, Eva Malone, John R. Sherrick.

# LIST OF COUNTY SUPERINTENDENT'S OF INDIANA

Elected June 3, 1889, for a Term of Two Years.

<del>-</del>		
COUNTY.	NAME.	POST OFFICE.
Adams	J. F. Snow	. Decatur.
Allen	Geo. F. Felts	. Fort Wayne.
Bartholomew	Frank D. Harger	. Columbus.
Benton	B. F. Johnson	. Fowler.
Blackford	*J. A. Hindman	. Hartford City.

	S. N. Cragun	
Brown	Chas. W. Snyder	. Nashville.
Carroll	*Wm. A. Barnes	.Delphi.
Cass	*Harry Searight	. Logansport.
	*James M. Boyer	
Clay	W. H. Chillson	.Clay City.
Clinton	*John W. Lydy	. Frankfort.
Crawford	*J. W. Goldman	. West Fork.
	Peter R. Wadsworth	
Dearborn	Samuel R. Huston	.Sparta.
Decatur	*Luther Braden	. Ewingsville.
	C. M. Merica	
Delaware	John O. Lewellen	. Muncie.
Dubois	*Geo. R. Wilson	.Jasper.
Elkhart	*Geo. W. Ellis	.Goshen.
Fayette	*B. F. Thieband	. Connersville.
Floyd	*Chas. W. Stolzer	. New Albany.
Fountain	*Caleb C. Payey	.Covington.
	A. N. Crecraft	
	A. J. Dillon	
	*Thomas W. Cullen	
	Elwood O. Ellis	
Greene	*Wm. M. Moss	. Bloomfield.
	Ellis A. Hutchens	
Hancock	*Quitman Jackson	.Greenfield.
Harrison	C. W. Thomas	. Corydon.
	Thomas A. Gossett	
Henry	*F. C. Cotton	. New Castle.
	John W. Barnes	
Huntington	Oliver Kline	. Huntington.
	W. B. Black	
Jasper	John F. Warren	. Rensselaer.
Jay	J. E. Bishop	. Portland.
	W. M. Amsden	
Jennings	S. W. Convoy	.Vernon.
	H. D. Vories	
Knox	W. H. Johnson	
Kosciusko	E J. McAlpine	
	E. G. Machan	
	Frank E. Cooper	
	Oliver Galbreth	
	F. B. Hitchcock	
	Willis S. Ellis	
	W. B. Flick	
	W. E. Bailey	
		,

Martin*John F. MorrisShoals.
Miami* John F. Lawrence Peru.
Monroe John W. Craven Bloomington.
Montgomery*John S. ZuckCrawfordsville.
Morgan James H. HenryMartinsville.
Newton*W. W. PfrimmerKentland.
Noble*J. H. OhlwineAlbion.
Ohio Grant Deweese
Orange Geo. W. Fawcett Paoli.
OwenSpencer.
ParkeRockville.
PerryRome.
PikeUnion.
Porter*H. H. LoringValparaiso.
Posey Oscar L. Sewell
Pulaski John H. ReddickWinamac.
PutnamFrances M. LyonGreencastle.
Randolph J. W. Denny Winchester
RipleySunman.
Rush*R. F. ConoverRushville.
Scott*W. L. MorrisonAlpha.
Shelby*George J. RoseShelbyville.
Spencer*Wm. H. JacksonRockport.
Starke W. B. Sinclair Knox.
St. Joseph Calvin Moon South Bend.
Steuben Robert V. CarlinAngola.
Sullivan James A. MarlowSullivan.
Switzerland*Jas. A. Van OsdolVevay.
Tippecanoe W. H. CaulkinsLafayette.
Tipton*John R. BowlinTipton.
Union Clarence W. Osborne College Corner, O.
Vanderburgh *A. J. Angemeier Evansville.
Vermillion Geo. W. DealandPerrysville.
VigoTerre Haute.
Wabash*L. O. Dale
Warren Fremont Goodwin Williamsport.
Warrick *Simon W. TaylorBoonville.
Washington W. C. SnyderSalem.
Wayne Benj. F. Wissler Cambridge City.
Wells Wm. A. Luce
White John A. Rothrock Monticello.
Whitley Alexander KniselyColumbia City.

<sup>\*</sup>Superintendents elected for the first term.

## PERSONAL.

- J. E. Kern will again wield the birch at Rivare.
- T. A. Mott has been re-elected at Dublin for a third year. .
- J. F. Haines is the new superintendent of the Noblesville schools.
- G. A. Hawkins has engaged to remain at Lowell at an increased salary.
- W F. Axtell has been re-elected principal of the Washington high-school.
- Geo. E. Long, of Frankfort, will have charge of the Colfax schools next year.
- Lewis H. Jones, Supt. of the Indianapolis schools, has had his salary advanced to \$3,000.
- The Edwin Alden Advertising Co. has moved its office to 248 Race street, Cincinnati.
- W. F. Hoffman has been re-elected superintendent of the Washington schools at an increased salary.
- Co. Supt. J. F. Snow was again re-elected to the position of county superintendent by a unanimous vote.

Samuel Lilly has closed a successful year's work at Fowler, and will do the same thing over again next year.

- M. J. Mallery has achieved a marked success as superintendent of the Crown Point schools the past year.
- G. H. Laughery, late of the Monmouth schools, is chosen as principal at Monroe in place of F. N. Sackett, resigned.
- Prof. D. W. Dennis delivered the baccalaureate sermon at Earlham College June 16, Pres. J. J. Mills being still abroad.
- H. C. Montgomery, formerly of Seymour high-school, has just been elected superintendent of the schools at Lamar, Mo.
- J. H. Walters, late principal of the Willshire, Ohio, schools, has purchased an Indiana farm, and is studying agriculture.
- Robt. J. Aley will remain in charge of the mathematical department of Vincennes University another year at an increased salary.
- J.-K. Walts has been re-elected at Marion and given his entire time for supervision. Heretofore he has taught a part of the time.
- W. F. L. Sanders, for many years superintendent at Cambridge City, has been elected superintendent of the schools at Connersville.

Jesse Lewis, formerly of Indiana, has been promoted to the head of the normal department of Bethany College, at Lindsborg, Kan.

T. G. Alford resigned the principalship of High-school No. 2 in Indianapolis, to accept the place as supervising principal, at a salary of \$1500.

- S. McD. Snow, who for the last two years has been principal of the Geneva schools, has left the pedagogical ranks to embark in the profession of law.
- J. C. Eagle has been re-elected to superintend the Shelbyville schools at an advance in salary. He graduated 28 from his high-school this year.
- C. A. Dugan, who has acceptably served in the capacity of superintendent of the Decatur schools for the past two years, has been reelected for the coming year.
- State Supt. H. M. LaFollette has been seriously sick, but is now on the up grade, and will doubtless be himself again by the time this Journal reaches its readers.
  - T. J. Sanders has been re-elected superintendent of the Warsaw schools for a term of *three* years and at an increased salary. Please notice for a term of THREE years.
  - W. W. Knowles, formerly connected with the N. Y. School Journal, has taken charge of the Educational Department of The Continental Publishing Co., 151 Wabash Ave., Chicago.
  - Geo. W. Hufford, for many years teacher of Latin and Greek in the Indianapolis high-school, was recently promoted to the principalship of High-school No. 2, at a salary of \$1400.
  - W. B. Van Gorder, late superintendent of Noble county, and now principal of the high-school at Albion, was married June 12, to Miss Nettie E. Smith, a graduate of Oberlin College. The Journal extends hearty congratulations.
  - W. N. Hailman has been re-elected superintendent of the LaPorte schools for a term of two years. He refused to accept an election for one year. There is no question as to the propriety or justice of such action on the part of school boards.
  - R. W. Stevenson, who had been superintendent of the Columbus, O, schools for the past eighteen years, has been supplanted by "fresh blood." Mr. Stevenson stood in the front rank of Ohio educators, and no reason is assigned for his removal.
  - G. F. Kenaston has resigned the superintendency of the Noblesville schools to accept a similar position at Owatonna, Minn. The Journal regrets to know that Mr. Kenaston is to leave the state. He is an enthusiastic, hard-working, affable gentleman.
  - J. C. Black, who has for the last three years been superintendent of the Logansport schools, has for some inscrutable reason, known only to two members of his school board, lost his place. Mr. Black stands high as a superintendent, and the excellent condition of his schools is his highest recommendation. He is a graduate of the State Normal School, and has always been noted for his thorough and exact work. It is to be hoped that he may find another good position in Indiana.

- Anna V. La Rose, a teacher in the high-school, has been elected Superintendent of the Logansport schools. This is a notable promotion, as it is the first time a woman has been given charge of the schools of so large a city. It is to be hoped that Miss La Rose will prove equal to the position.
- H. S. Tarbell, for many years the efficient superintendent of the Indianapolis schools, but for the last four years superintendent at Providence, R. I., is doing highly acceptable work and is held in high regard by the people. He was recently re-elected Pres. of the Y. M. C. A. of Providence.

Arnold Tompkins will succeed S. S. Parr as principal of the DePauw Normal School. This is a worthy promotion. Mr. Tompkins is a State Normal graduate, was several years superintendent of the Franklin schools, and has been in the DePauw Normal faculty since its beginning. He is one of Indiana's best men.

Alexander Martin, D. D., LL. D., has resigned the presidency of DePauw University, but he will retain the professorship of Mental and Moral Science and Christian Ethics. He has been President of De Pauw since 1875, and is one of the best-known educators in the state. J. P. D. John is Vice-President of the University, and it is generally understood he will succeed Dr. Martin as President. This will be determined by a meeting of the committee in August. Dr. John is one of Indiana's ablest men, and should he be promoted will do honor to the high and responsible position.

S. S. Parr, who has been at the head of the DePauw Normal School for the past four years, and who has been for the same length of time editor of the Pedagogical Department of this journal, has resigned his place at DePauw to accept the superintendency of the schools at St. Cloud, Minn. Mr. Parr is one of Indiana's strongest men, and is growing stronger year by year. He is a student and a worker, and has had large and varied experience. He will make a superior superintendent, and St. Cloud is to be congratulated in securing his services. Indiana can ill afford to lose such men. The Journal wishes him unlimited success in his new field of labor.

# BOOK TABLE.

No. 39. RIVERSIDE LITERATURE SERIES, contains papers by Jas. Russell Lowell on Books and Libraries, on Keats, on Don Quixote, and on Emerson as Lecturer. It is a valuable help in literature work. Houghton, Mifflin & Co.

SCRIBNER'S MAGAZINE for July is essentially a fiction number. It as designed for reading during hot weather. It contains several com-

plete short stories, four of which are illustrated. The electric series is continued by Chas. L. Buckingham with "The Telegraph of to-day."

KNICKERBOCKER NUGGET, issued in time for the Centennial Celebration April 30, contains the Declaration of Independence, the Constitution of the U. S., Washington's first and second Inaugurals, with his Farewell Address; Lincoln's first and second Inaugurals, with his Gettysburg Speech. Published by G. P. Putnam's Sons, New York.

FIRST GREEK READER: By Edward G. Coy, M. A., Prof. of Greekin Phillips Academy. New York: D. Appleton & Co.

This reader contains easy selections from Xenophon and Thucydides. The notes and exercises are adapted to both Hadley's and Goodwin's Grammars. It has passed through two editions and is now entering upon a third. The exercises are graduated, being easier at the beginning than further on.

PRACTICAL METHOD IN ARITHMETIC: By R. S. Faler. Chicago :- A. Flanagan.

This is not designed as a complete arithmetic, and so is not meant to displace any other book. It is intended for teachers who wish to-learn the best and shortest methods in arithmetic. The author insists, and correctly, that the shortest method that is consistent with clearness and accuracy is the best one. All the methods given are based on principles. A careful study of this little book will well repay any teacher.

DRAWING MADE EASY; or Dictation Exercises, Plans and Suggestionsto Aid in Teaching Drawing. By Abbie G. Hall. Chicago = A. Flanagan.

The above is in cheap form and is accompanied by a set of Designson cards. There are two designs on each card and each is numbered corresponding to the "exercise" in the book. The designs (50 in number) are well graded and are attractive. Teachers will certainly find these cards and directions helpful.

Mr. Flanagan can also furnish a cheap pamphlet on Free-hand Didactic and Geometric Drawing, and on Paper Folding and Cutting.

WORMAN'S MODERN LANGUAGE SERIES—FIRST AND SECOND BOOKS.
IN SPANISH: By J. H. Worman. New York and Chicago :A. S. Barnes & Co. Cyrus Smith, Indianapolis, Agent forIndiana.

The author of the above is the author of a series of books in both-German and French. His plan in all his books is "the natural method." This plan is to learn the language by using it, introducing rules gradually as their application can be seen and appreciated. The Spanish books are arranged progressively, and are just what beginners image of the spanish need. Price of each book, 40 cents.

HARPER'S READERS: New York: Harper & Brothers. W. J.-Button, Chicago, Western Agent.

Some months since the Journal contained a notice of the First and Second Nos. of this series of Readers and called attention to their many excellent points. The Third and Fourth Readers are now at hand, and they continue the general characteristics of the lower readers. These readers keep clearly in mind that the purpose of a reader is to teach reading,—not spelling, not language, not history, not literature, but READING,—and they do this most effectively by directing everything to this point and making everything else secondary or incidental. Only such pictures are used and only such questions are suggested as have to do directly with the thought of the lesson. Eachof the four readers is divided into two parts, bound in one book, and thus an unusual amount of matter is given, which does away with the necessity of supplementary reading. The selections are excellent, the variety good, and the grading equal to the best.

At the close of each lesson is found a list of the *new* words used in the lesson, and at the close of each book is a list of all the words found in the book, not found in the preceding book, and these words are pronounced and defined. Thus each book is complete in itself as a reader, a dictionary, a spelling book.

GRANDFATHER'S STORIES: By James Johonnot. New York: D. Appleton & Co.

This is an attractive book, which can profitably be used for a supplementary reader. Beginning with fables, it takes a short-cut intofairy land, and touching gently the story of the Pygmies and King. Midas, it deals with such legends as King Alfred and the cakes, Dick Whittington and his cat. Among the home stories is the story of thetwo girls who scared away the British fleet from Boston harbor in thetime of the Revolution by a vigorous use of the fife and drum. Most of the home stories are patriotic in their teaching. Altogether, the Appletons have given their younger readers a very enjoyable book.

LATEST STUDIES IN INDIAN RESERVATIONS: By J. R. Harrison.
Philadelphia: Indian Rights Association.

Mr. Harrison in 1886 examined the training schools of Indian youthof both sexes at Carlisle and Hampton. He then set out, as a representative of the Indian Rights Association, to visit the principal Indianreservations in the United States. This book contains an account of
what he learned and saw, and also his impressions of what is being
done to solve the Indian problem. Any one interested in this line of
inquiry can, by addressing the Indian Rights Association in Philadelphia, be put in the way of accurate information, and by joining theAssociation can give his aid to the general work of the Association.

#### BUSINESS NOTICES.

SCHOOL BOARDS contemplating changes can learn the addresses of the best Western and Eastern teachers, willing to change places, by addressing Orville Brewer, manager of the Teachers' Co-operative Association, 170 State street, Chicago. We can assure all who write of confidential and honorable treatenent.

THE PAN-HANGLE ROUTE EAST, so seriously affected by the flood at Johnswn and other points in Pennsylvania, is now in good repair and trains are smaking their wonted quick time. This is without doubt the best route from "Central Indiana to Washington or New York.

EXCURSION RATES TO NASHVILLE ON ACCOUNT OF THE NATIONAL EDU-\*UCATIONAL ASSOCIATION -The Pennsylvania Lines (J., M. & I. R. R.), will sell excursion tickets from Indianapolis to Nashville and return, account meetring of the National Educational Association in July, at one lowest first-class fimited fare plus \$2.00 (The rate from Indianapolis is \$9.00.)

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turn passage until September 10.

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Asst. Gen. Pass. Agent Pennsylvania Lines, Indianapolis. 7-1t

MRS. HAILMAN'S SUMMER SCHOOL OF KINDERGARTEN AND PRIMARY THETHODS will open on Monday, July 22. For circulars, address Mrs. E. L. 继lailman, La Porte, Ind.

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HAHNEMANN MEDICAL COLLEGE AND HOSPITAL OF CHICAGO, ILL. policy of this institution is to make no promises for Hospital or Co-lege tuition, -clinics, sub-clinics, or any means for study and observation, that are not literally and righteously kept. The Thirtieth Annual Course of Lectures will begin via Sept. 1889, and continue for six months. For full particulars, catalogue, and Clinique, address, E. Z. BAILEY, M. D., Registrar, 3034 Michigan Ave., Chicago. Mention this paper,

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	Principalships of Town Schools	000	to	900-
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	High School Principalships, salaries between		and	1.500
	High School Principalships	,		3,00
	Ward, Grammar, and Primary Principalships	J		-,
	High School Assistants' Positions, between	600	and	1,000
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# TEACHERS' SUMMER BOOKS.

# INDIANA .

# SCHOOL JOURNAL.

Vol. XXXIV.

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No. 8.

## AN INSTRUCTOR'S VIEW OF THE INSTITUTE.

R. G. BOONE, OF THE STATE UNIVERSITY.

HE institute idea in the United States is fifty years old. In Indiana almost a generation younger. It belongs to the movement to provide better teachers for the common schools. As teachers and schools have improved the character of the institute service has correspondingly changed. The work which, because of its advanced and professional quality, was within reach of the few teachers only, and in exceptional localities then, and for many years indeed, is now needed—demanded—by most teachers throughout all the states north.

Without doubt some communities yet require academic instruction and specific direction. But it is believed that for Indiana, and in most counties there is a better way.

To set forth briefly the writer's estimate of the trend of the best current institute service is the purpose of this paper.

THE PROFESSIONAL ASPECT OF INSTITUTE WORK.

Primarily, it may be noted then that the work of the teachers' institute should be chiefly professional, and only incidentally academic.

It may, rightly I think, be assumed by the state through her representative, the county superintendent, and by the instructor, that teachers convened as teachers have reached at least the minimum standard of required scholarship. So much the free public schools furnish. This attainment is presupposed in every

body of licensed teachers. The examination has been chiefly a test of information. The institute also not less than the school, is a means of instruction, but not primarily in subject-matter; its function is to teach, but not the details of the common branches.

The institute time of one or two weeks is inadequate for any large accumulation of facts for subsequent use; and far too brief for the higher purposes of discipline. It may serve however, to introduce teachers to professional problems; to initiate new or confirm half-established lines of thought; to give right views of the nature and means of education, the conditions and aims of culture, and the function of the school as one of the educational agencies—as the one of special concern to the teacher; to determine the nature of knowledge as a stimulus to mental activity; and exhibit the more important historical aspects of culture. These are all professional and may be said to form the groundwork of institute instruction.

The lesson in Arithmetic, or Reading, or Geography, or U.S. History, is legitimate, and fruitful of best results if it seek to rationalize the teacher's hold upon its use as a means of mental training; but not if its aim be to present the subject matter of discount, the laws of punctuation, the pronunciation of words, the facts of geographical knowledge, or events in history, however valuable. Put differently, the teachers' institute, as its name implies, is a professional school—of short term generally, and too often, unfortunately, with no unity of purpose or mastery of means, but always with large promise of helpfulness to the teacher.

#### PRINCIPLE VS. METHODS IN INSTITUTE INSTRUCTION.

From what has been said it naturally follows that profit lies in the line of much attention to *principles* of education and teaching, and their emphasis over the *devices* of the school room. In so far as the latter are rational they are implicit in the former, and will work themselves out as needed; if not, they are only forms, arbitrary, meaningless, and therefore to be condemned.

The device or way is incidental. It is variously modified by size of classes, age and maturity of pupils, supply of apparatus,

length of school term, disposition of the teacher, community customs, the text-book used, etc. It contains nothing universal; but instead, fixes upon the superficial and apparent. Device is mechanical and arbitrary. It may rationally follow, but can never account for the ground or reason of things. Given the one, the other appears naturally.

The principle is common and fundamental. It is of universal—at least very general—application, and so can be given profitably to all classes of teachers, for every school, and more or less for all subjects. The device is partial and restricted. It is used understandingly by a few, and abused because misunderstood by the many. It is fitted to particular conditions, adjustment to which unfits for numerous other particular conditions. The institute instructor who would do a really great service to a body of teachers representing various types of school, and grades of advancement, and social conditions, can not think to deal in recipes and formulas.

Again, the principle is simple and may be presented—and presented effectually—in far less time than is required for the rational exposition of a device. The latter is complex, made up of details, generally hypothetical, and always vague because multiple. The principle or principles underlying the exercise of authority in punishment, for example, may be developed and explained without considerable time; even less than would be necessary for the wise selection and justification of a rational punishment for a particular offense, under given conditions. The one idea is extensive and composite; the other intensive and simple.

All this is incidental, however, to the true meaning of my statement. These find their larger excuse in the fact that the principle furnishes the ground upon which the method stands.

Whether it be the principle in the subject, the purpose of the recitation, the nature and conditions of the mental process, the objects of the examination, the functions of authority, or the standards of conduct,—these offer the only sufficient reason for the manner of instruction or organization. In short, the principle represents the stable and uniform, the simple, the common

and fundamental. As such its elaboration would seem admirably suited to a short-term professional school for teachers,—such as attend Indiana Institutes.

THE GENERAL VS. THE SPECIAL VIEW IN INSTITUTE INSTRUCTION.

It has already been implied, and only claims here an added emphasis, that one function of institute instruction is to give the general as contrasted with the special view of whatever professional study. Didactics must be largely left to the individual teacher.

It is one of the well established laws of mind that in all learning there is acquired first the outline, then details; first vague, indefinite knowledge, later clear and definite; first of wholes, then of parts. It is not less true of the teacher and other mature minds. In so far as the institute is a teaching body, its instruction must follow the same law.

The rough but masterly and suggestive sketch set before an aspiring artist is helpful, where the finished picture, replete with details, though put in with a master's hand, would only cultivate an awkward dependence.

It is no purpose of the institute to deal out prescriptions, however carefully compounded; but rather to teach the nature of mental disease and the laws of growth, the principles of therapeutics and hygiene, to the end that the treatment may be suited to the particular need, not some hypothetical one.

Of course the experiences of the school-room, of the teacher's life, and the daily conduct, will be drawn upon by every instructor for purposes of illustration and verification: but they must be held as illustrations and means only, and not be left to usurp the place of the lesson to be taught. There is reason to suspect the note-book that carries from an institute, pages of carefully copied solutions, diagrams of sentences, definitions, verbal diacritics, historical and geographical outlines, typical questions in reading, the devices of penmanship, or classifications of offenses and punishments. By such means the universal truth has been many times lost in the particular half-truth whose real significance has been further obscured perhaps in its occasional failure to sustain its reputation as a truth. How often, for example,

has a device for checking needless whispering failed after some one's success, and while loaded with unstinted commendation by an over-zealous institute instructor as the panacea of all whispering ills,—failed, not because of its falsity, but because, being a partial truth, it was ill-adapted to the new conditions.

No more is it the function of the institute to deal out mere personal opinion, hard and fast theories of mind and culture and institutions.

It is especially desirable that instruction in psychology—which has come to be fashionable if not a conviction—should stand on this safer because truer vantage ground of description rather than definition; of fixing the common qualities of mind, not the individual and exceptional; of enlarging familiarity with the laws of mental growth and discipline, as above forms of memory, the metaphysics of reason, or grades of conduct. A psychology, it may be conceded, is not the thing most needed by teachers; but such an insight into mind, its nature and processes, and the conditions of growth, as shall develop, not your psychology or mine, but a rational use of the means of its culture. This, it would seem, is really a teachers' psychology, and one peculiarly within the province of the institute to offer.

GRADATION AND CLASSIFCATION IN INSTITUTE INSTRUCTION.

In a recent number of the Indiana School Journal appeared a communication advocating something of gradation of institute work and a corresponding classification of teachers. A like recommendation has just been made also by your committee's report read in our hearing.

There need be noted here therefore, only the following points suggestive of the principles which underlie the successful organization of teachers into working bodies upon the plan named.

The work for each institute, it has been said, may be distributed to teachers according to class needs; this involves or accompanies their classification on the basis of these needs. But the work may also be graded for the same body, provided it cover a period of years. This does not necessarily imply any marked change of organization. The former is applicable to the larger bodies of teachers only, in the more populous counties

of the state; to heterogeneous bodies of teachers, as in the cooperation of city teachers of various grades, or those in rural and urban districts combined; or further and speaking broadly, when and where details are to be studied.

In the smaller counties, or where city and county teachers hold separate institutes, the average body it would seem, is sufficiently homogeneous in taste and attainment, to be accommodated together. Besides, receiving the same instruction, submitting to like conditions, co operating for like ends, tend to unify and fraternize those who might otherwise be discordant elements in what should be one system. And in this homogeniety is strength. Indeed it may be seriously questioned whether the average institute of a hundred teachers, would be much advantaged by breaking into sections for a few days' study of the narrower and more particular interests. Given sound views of the ends and aims, the means and conditions of education in general; and their more important applications to individual schools, or grades, or subjects, will be incalculably better worked out by each teacher for himself, than doled out by the instructor of an institute section.

When the institute takes on the character of a school—continues for weeks, follows a prescribed course and has definite aims, gradation and classification become necessary. When this time has come for any given county or institute of teachers, must be answered after a careful study of the teachers and schools and local organization.

#### THE NEED FOR INSTITUTE INSTRUCTORS.

Of course the great need is for institute instructors. Not mere teachers—even the best teachers; but men and women who, in addition to successful—the most successful—school-room experience, are possessed of the philosophic insight; instructors for whom at the moment, details exist only as a means to impress and re-enforce the lesson of the fundamentals, who are able to carry their hearers from hill top to hill top, from mountain-peak to mountain-peak, and unfold to view the relations of their present knowledge to these larger wholes which lie before them, wholes whose missing parts may be filled in from

the school-room; instructors who, in an exercise on the "Recitation," are not lost in a maze of "ways"; and in a lesson on the "Word Method" are independent of the tricks of entertainment.

The best teachers may fail in the institute, because unable to emancipate themselves from the tyranny of the measured, daily task. Of necessity there is needed here, as in the class room, the ability to fit the needed view into the present experience; faith in the general good intention of teachers, and their ability, when properly met; together with a thorough knowledge of the nature and functions of the Institute as one of the agencies of professional culture.

In conclusion, lest I may be misunderstood, let me disclaim any intention of being either dogmatic or arbitrary, and ask your fullest criticism; as there has been expressed an individual opinion only—one "Instructor's View of the Institute."

## "WHAT ARE THE OBJECTS TO BE ACCOM-PLISHED IN THE STUDY OF UNITED STATES HISTORY?"

9

CYRUS M. HODGIN, OF EARLHAM COLLEGE.

Editor Indiana School Journal: In a number of the Journal issued some months ago, I noticed among the Questions prepared by the State Board, the one that forms the heading of this communication. In the following number, I found answers to all the other questions of the list, but none to this one. Believing the question a good one, and well worthy the consideration of teachers, with your permission I shall attempt to set forth, as they appear to me, some of the important objects that may be accomplished by this study.

Every human being possesses a trinity of powers which it is the purpose of education to develop. These powers are *Intel*lectual, Emotional, Volitional. Nearly, if not quite all of the subjects taught in our schools, can be made to promote the development of all these powers. The following, I conceive to be proper objects that may be secured by the study of History:

## I. INTELLECTUAL OBJECTS.

- 1. As the *Presentative* or Acquisitive powers of the child are most active in the early stages of his development, the first work in history should take an objective form, and reach his *interest* through the powers he most enjoys exercising. The gathering of interesting facts, and the tracing of expeditions and journeys by the use of maps and globes will afford pleasurable activity, and at the same time train the power of observation.
- 2. The Representative powers of memory and imagination are also early active, and there is no subject in the course of school work better adapted to bring out and strengthen these powers, than the subject under consideration. In order that the memory may have secure hold upon the facts, the imagination must create the circumstances under which the facts exist, thus making them real to the pupil, and hence readily and permanently retained. This action of the imagination is necessary to prevent the too common, and always very dull process of committing the mere words of the lesson,—without interest, because without any definite meaning, or any clearly defined relations in the mind of the pupil.
- 3. The Reflective or reasoning power is called into action in determining the relations of geographical conditions to historical events. The plans and results of a campaign, and the industries of a nation, are alike largely determined by the natural features of the country or the locality involved. The campaign of Burgoyne in New York can not be clearly comprehended nor properly interpreted except in the light of the geography of that region. The industries that can be profitably followed in the region of the Alleghany Mountains, the Ohio Valley, and the Great Plains of the West, were determined long before their occupation by men.

In these three purposes we have brought into action, respectively, the three great phases of intellectual activity: (1) perception,—observation; (2) representation,—memory and imagination; (3) reflection or the reasoning power.

II. But the child is not all intellect; he possesses sensibilities, feelings,—an emotional nature, the development of which

is a legitimate object of the study of History. The most important feelings that may be influenced by this study, are—

- 1. Admiration, which underlies the formation of all ideals of character by children and youth. The perseverance of Columbus, the pluck of Paul Jones, the integrity of Gen. Joseph Reed, bravery of Putnam, the self-sacrifice of La Fayette, the elequence of Webster, the persistence of John Quincy Adams, the philanthropy of John Brown, and the patient endurance of the heroic women of the land, may all be brought before the admiring gaze of the student, and each may furnish an essential element in the formation of the ideal of his life.
  - 2. Ambition is an emotion, which, when properly understood, is the very mainspring of noble action. Hs who lives devoid of ambition will die devoid of achievement. Our history furnishes abundant material for stimulating a laudable ambition, and for repressing and discouraging what is ignoble.
  - 3. Patriotism of the highest type finds exemplification in our history. Washington is the ideal patriot in all lands. Genuine love of country is the chief pillar on which rests any free government. To develop and stimulate such a patriotism should be one of the leading objects of this study.
  - III. Man possesses not only intellectual and emotional powers, he has will power, and no part of education is more important than the development, strengthening, and training of the will. "A highly cultured character is little else than a highly cultured will." The fine examples of prompt decision and vigorous execution furnished in American History, makes it an admirable means in the hands of a skillful instructor for calling out this power in his pupils.

These seem to me to be both legitimate and possible objects that may be accomplished by the study of U. S. History.

## THE NATURAL METHOD OF NUMBER TEACHING.

[Discussing the principles underlying a book of methods under the above title, by A. Flanagan, publisher, Chicago, Ill.]

THAT most of the principles of the Grube Method of Number

Teaching are based upon sound psychological doctrine, no thinking teacher will dispute.

That the beginner should learn the numbers as wholes, then their parts, is true. That mathematical reasoning is founded upon the results of sense-perceptions, and that all such teaching should begin with them, is equally true. That in teaching number we should teach numbers, not abstract words and figures alone, all will admit. But beyond this is a point at which the Grube Method leaves the principles of psychology. The order of the increase of numbers is followed instead of the development of the pupil's power to form number concepts. The teacher studies number, when he should study the child's capacity to form number concepts.

To illustrate my meaning, I refer to the order of presenting number as laid down by the advocates of the Grube Method. Each number is presented as a whole, then measured by one, then by two, etc., up to the number itself, when the next larger number is presented.

In my teaching I never forsake this principle: We can know only of that of which we have a concept. It applies in number teaching as well as in any other teaching. We must have a concept of each number before we can know that number. we had seen an elephant or a picture of an elephant we knew nothing of the appearance of an elephant, because we had no mental picture or concept of it. As we can close our eyes and recall our concept of the elephant, so we should be able to close our eyes and recall a mental picture of each number. can not do this we do not know the number. You have a mental picture of three You can close your eyes and imagine three rings (000) very distinctly. Then you have a concept of three. Have you a concept of eight? Of eight ones—(11111111)? Have you a concept of eight as two fours-(° ° you not close eyes and imagine the two fours? Then you have a concept of eight as two fours. Have you a concept of twentyfive?—Of one hundred? Can a concept of these numbers be It can. How? By grouping. Since we can know of things only as we form concepts, why not learn numbers by a system that will give a concept of each number presented? Why not present numbers to the leafner in the order in which his mind can form concepts of them? This is the keynote to the "Natural Method of Number Teaching."

In all teaching, the most easy and natural step should be taken first. Why should four b: taught first as four ones, and measured by one—before being measured by two, and taught as two twos? Which is easier gained, a concept of four ones (1111), or four arranged as two twos (11 11)?

Which concept is easier recalled with closed eyes? In that of four ones the attention (I know of no better word to express it) must be divided among four objects; that is, four times. Why are the two twos easier? Because the "attention" here is divided between two groups. But, we ask, have we not a concept of four objects—consequently a concept of four ones?

We here discover a law of the number faculty: "The attention can be divided among as many known groups as among individual objects.

Test the truth of this proposition by presenting a number of marks or rings equidistant from each other for a moment before the gaze of some one and ask how many. First try 1111; then 11111; then 0000000; then 00000000. You will soon reach a point where your pupil will fail to give the correct number. Not many can report correctly beyond the number six.

Next try the experiment with numbers arranged in groups of three (000), four (88), five (808), etc. I find no trouble in having pupils (when so trained) instantly recognize fifteen; twenty five; fifty; or *one hundred*, if properly grouped. This shows they have a concept and know the *number*.

Is not that better than making no attempt to teach the number and having the pupil rely on his memory of the tables and a stereotyped logical formula by which to solve his problems in intellectual (?) arithmetic? Teaching only words or figures is not teaching number. By the pupil getting a concept of each number—the "tables" are more easily learned; and in a way that interests the pupil, because it causes the exercise and growth of one of the faculties of the mind.

In doing this we follow the principle: First the idea, then its Suppose the following problem is to be given to the pupils: In an orchard of 5 trees there are 4 apples on each tree. If 4 boys go to get them, how many apples will there be for each boy? Compare the solution of the boy who has the concept of five 4's in twenty, and twenty arranged in four equal groups, with the solution of the one who relies upon mere memory of the tables and a model "solution" he has memorized from the book. In the first there is a gleam of intelligence in the eyes; a sparkle showing active thought, and the correct answer is given almost immediately. His reasoning was by natural, spontaneous logic. In the latter case there will be a vacant stare; a search through the galleries of memory; a tedious repetition of a logical formula, and the result is reached, but no number concept was used. Logic was called upon to aid in performing what should have been reached by perception as an aid to logic.

We must admit that concepts of large numbers can not be formed except in groups. Also a concept of the smaller numbers is easier formed when arranged in groups. That which is easier should be taught first. Why try to give a concept of seven ones (IIIIIII)—almost an impossibility—before teaching three threes, three fours, or other numbers, in groups, which are comparatively easy? If our assumptions are correct the Grube Method errs in following up the order of the increase of number instead of the development of the child's ability to form number concepts of numbers in groups.

By examining the first number concepts formed, and guided by the psychological laws that we know apply to number learning we may follow the "natural" method.

The first number concept formed is one, one object. The child has this ability while quite young. Naturally, the next step is in forming a concept of two objects. This is a considerable increase in power and requires many months for its development. Before this can be done the "attention" must be divided between two. The next step, according to Grube, is to teach three as three ones. This implies the ability to divide the attention among three objects.

When two was learned the mind grasped it as an individual group. The mind already has the power of forming a concept of two objects. The mind has the same power over known groups. Will not two twos be an easier concept formed than three ones? If placed in a group two twos become a known group (88). Then eight as two fours (888) is very easily learned. By the time these numbers, measured by the groups into which they are divided, are fully learned, the pupil will have gained the power of forming a concept of three ones. The next step is to teach three twos; then three threes; then three fours. By this time four ones may be undertaken, then four twos, etc. By the Grube Method a point is soon reached where a concept of the number, as presented, can not be gained. By the Natural Method the ability to form the concept is never over-reached.

It may be asked, will not three as two and one (oo o) be easier taught than two twos? Try the experiment of forming a concept of 88 000 as to 88 88; ooo ooo to ooo oo, and learn that numbers in equal groups are easier learned than those of unequal groups.

A study of the practical work laid down in the book will answer all seeming obstacles to the practicability of the method. Every primary teacher should test this method by personal investigation and experiment.

L. B. TRIPLETT.

NEW INTEREST, W. VA.

# PRIMARY DEPARTMENT.

|This | Pepartment is conducted by Howard Sandison, Professor of Methods in the State Normal School.]

## ARITHMÈTICAL PROBLEMS.

T is the desire in this article to call the attention of teachers of the third and fourth year grades to two modes of dealing with written problems—one that may be considered as somewhat efficient, and one as more efficient. The comparatively efficient one is:—

- 1. The assignment of problems on a given day as a lesson for a succeeding hour or day with the intention of having them solved by the use of slate or paper.
  - 2. The solution by the pupils as follows:
    - a. Deciding the several steps.
    - b. Deciding the order of the steps.
    - c. Obtaining the answer of each step by the aid of slate or paper.
- 3. The explanation by the pupil in the recitation of the steps, their order, and the various results by reference wholly or partly to the work on the slate or paper.

It is not the wish to present the idea that the pupil does not derive benefit from this kind of work. The thought is that the mode of work is not sufficiently beneficial. The reasons for its being inefficient are:—

- a. It does not involve enough points or relations for study and discussion.
- b. It employs unnecessarily the slate or paper in obtaining the answers.

The meaning to be conveyed is not that slate or paper should not be used at all in the work with problems. The meaning is this: neither slate, paper, nor blackboard should be used until—

- a. The problems have been thought out, analyzed and solved in every detail as to step, order of step, answers, etc, mentally in the period of preparation for the recitation.
- b. Nor until these same points have been worked out entirely mentally under the direction and questioning of the teacher in the recutation.

These two things having been done, the time for the use of the written work has arrived. The use of the written work is, then, to give the pupil skill and accuracy in expressing arithmetical work in appropriate form, and also to review and fix the results of the previous mental work. The written solution of the problems that have been solved mentally in to-day's lesson, should constitute a part of the assignment of to morrow's lesson. The other part of the assignment should be certain problems to be solved in all their details entirely mentally. This, it is held, should be the mode of procedure in all grades of arithmetical

work. The attention of the teachers of the third and fourth year grades especially is asked merely because the work with written problems usually begins in those grades with the use of the book. It is true that in some phases of advanced work, as as in partial payment, cube root, etc., problems will occur in which the use of pencil and paper or slate, are needed as aids in certain steps, but the general order of arithmetical work should be, especially during the first six years:—

- 1. Preparation for the recitation
  - a. By mentally solving in all their phases, the new problems.
  - b. By accurate written solution of a certain number of the problems that were mentally solved in the previous lesson.
- 2. A recitation so conducted as to require
  - a. An entirely mental solution (in so far as practicable, and it is practicable to a much greater extent than is usually held,) of the new problems.
  - b. A careful consideration and test of the written solution of the review problems, in order to give skill and accuracy in this mode of expressing arithmetical thought, and not to assist in mastering the thought of these given problems.
- 3. An assignment that will require
  - a. New problems to be worked out without the aid of slate, paper or blackboard.
  - b. One or more of the problems that were thoroughly mastered mentally in the previous recitation, to be accurately expressed in arithmetical form.

It is now evident that objection is made to the mode of arithmetical work first noted, on the ground that it does not conform to this principle of education—Each idea dealt with should be treated in that manner which will call forth the mind of the learner to its maximum effort.

Objection may be made, however, to the method proposed in its stead on two grounds:—

- 1. It requires an effort beyond the capacity of the children.
- 2. It will make the number of problems that are considered

and solved much fewer than in the other mode of dealing with them.

In regard to the first objection it may be said that a newly proposed mode of doing work, although but equal in difficulty to the familiar mode, or even less difficult, always seems more difficult in thought to the teacher and is more difficult of execution to the teacher and to the pupil until it becomes itself somewhat familiar.

As to the second objection it is not necessary to suggest that quality of work and not quantity is the efficient factor in conferring a mastery of a subject. If a certain mode of dealing with three problems out of fifteen results in a greater power over the fifteen than another mode in which each of the fifteen is actually considered, the first mode is preferable.

It is the intention to present this mode of dealing with arithmetical problems as being more educative than the one relying so much upon written work for the reason that it involves more adequately the four "potencies of attention" mentioned by W. T. Harris in his comments on Rosenkranz's idea of attention, (pp. 70 and 71, Philosophy of Education.)

The nature of these four "potencies" of attention and their relation to education may be indicated by illustration:—

If many objects are together upon a table and the attention is centered upon one of these, resulting in the classification indicated by "this is a needle,"—the act is that termed the first potency of attention, in that the object as a whole is classed with ideas present to consciousness, on the ground of general identity. It is this first potency of attention if the child, without analyzing it into its elements, says of a passing object—"a wagon."

If the attention is concentrated on the various properties of the wagon or needle, as point, eye, curved surface, solidity, etc., the act is that termed the second "potency" of attention. To concentrate the attention upon one of these in its isolation is to enter upon a third "potency" of attention. The act is an example of the fourth "potency" of attention, if the inter-dependence of objects possessing these attributes is seen. If the essential one-ness that exists between this object and other objects, is grasped, it is an example of the fourth "potency" of attention. In this degree of attention it is seen that the existence of this object depends upon the attributes—hardness, smoothness, sharpness, etc., and that these are attributes of another object, or of other objects.

To grasp this idea, is to cemprehend the inter-dependence of these objects.

These different degrees of attention may appear in substantially the same form in dealing with arithmetical problams.

Take, for example, the following four problems found in White's Intermediate Arithmetic, page 78:

- 12. A grain merchant having 3,500 bushels of oats, sold 1,500 bushels, and then bought twice as much as he had left: How many bushels did he buy?
- 13. A man left an estate to his wife and three children; the wife received \$4,500; the youngest child \$1,500; the second child \$1,850; and the eldest child as much as both of the others less \$1,350: What was the value of the estate?
- 14. A and B start together on a journey, A traveling 28 miles a day and B 33 miles: How far apart will they be in 12 days?
- 15. A and B start together and travel in opposite directions, A going 28 miles a day and B 33 miles: How far apart will they be in 12 days?

Considering these degrees of attention with the problems, as was previously done with the object, it is seen that the first potency of attention is involved in deciding that in the first problem the first process is one of subtracting 1650 bushels from 3500 bushels. The question appropriate to the first potency of attention in this case is, what is this process? (To be answered by), It is subtraction.

The mind is led into the second degree of attention by the question: What is a case of subtraction? In attempting to answer this the child is led to see that in the subtraction the mind has before it a whole (3500 bushels) and a given part (1650 bushels), and that the whole is to be thought into two parts,—one the size of the given part—in order to determine the other part. Attention to either of these parts as a common element of a case of subtraction, is the third power of attention,—that of isolation or abstraction.

The fourth stage of attention is aroused when the child is led

to consider the dependence of these elements in the process; namely, when he perceives that the whole is in another form the known part, and the sought for part; or, when he is led to see both that a case in subtraction involves parts and a whole, and that this is also the case in addition, in multiplication, and in division.

The obvious rise in difficulty is very marked in the questions appropriate to the first and second degrees of attention; as—"What process is this?" (to be answered by, "Subtraction," and, "What is a case in subtraction?"

To involve both of these and the succeeding degrees of attention, in all arithmetical or other work, is to be obedient to the educational principle that the maximum development of mind arises from the maximum harmonious activity.

The pupil's preparation for a lesson upon these problems in obedience to the principle that educational work should be so directed as to arouse the highest degree of activity appropriate to the subject and to the development of the child, requires that his attention in that preparation should be directed to the processes involved.

This would call forth the first potency of attention.

In considering this point, he is to become conscious that the processes in the first problem are:—

- a. Subtraction. b. Addition or Multiplication.
- In the second:
  - a. Addition. b. Subtraction. c. Addition.

In the third:-

a. Subtraction. b. Multiplocation; or a. Multiplication. b. Multiplication, and c. Subtraction.

In the fourth:-

a. Addition, and b. Multiplication; or a. Multiplication, b. Multiplication, and c. Addition.

In his preparation he is to see in the second place the elements of each process. This involves the second degree of attention; that is, the analysis into elements or attention to the details.

For example, in the subtraction in the first example, it is to appear to him that the (3,500) is the whole, (1,650) the known part, (1,850) the sought-for part; that in the addition, (1,850)

is one of the addends and (1,850) the other; (3,700) the whole or sum. Or, if multiplication is the process to be employed, as indicated by the word "twice," his preparation is to show him that (1,850) is one of the equal parts, and that two 1850's is the multiplier, (or that 2 indicates the number of equal parts), and that (3,700) equals the whole, or product.

Work involving this second degree of attention in each problem, is to constitute the second phase of his preparation. The third phase of preparation, which involves the fourth degree of attention, is the consideration of the principles involved, and the relative value of the principles; the order of the processes, and the relative value of the order.

For example, in the first problem—in subtracting 1,650 bushels from 3,500 bushels, the pupil's preparation is to show that the subtraction may be in compliance with the principle that, if equals be added to two numbers their eifference is unchanged; or in compliance to the principle of notation, namely: One of a given order equals ten of the next lower, and the value of a number is not changed by changing one of a given order to ten of a lower, or vice versa.

The subtraction according to the first principle is:-

Naught minus naught equals naught.

Ten minus five equals five.

Fifteen minus seven equals eight.

Three minus two equals one.

In this case ten was added to the naught of the tens' order in the minuend, and one added to the 6 in the hundreds' order of the subtrahend; 10 to the hundreds' order in the minuend, and 1 to the thousands' order in the subtrahend.

According to the other principle the subtraction is:

Naught minus naught equals naught.

Ten minus five equals five.

Fourteen minus six equals eight.

Two minus one equals one.

In the pupil's preparation when considering the subtraction according to these two principles, he is to consider their relative value in the process. In this consideration it will appear that the first is based on the second, and that the second is in closer

accord with the system of numbers. Under this same degree of attention, the pupil is, in his preparation, to see that the process in the second problem, may involve the addition of the \$4,500, \$1,500, and \$1,800, before obtaining the amount due the eldest child; or that the order of the processes may be, the addition of the amounts due the youngest and second child, and the subtraction of the \$1,350, in order to obtain the amount due the eldest child; and then the addition of \$4,500, \$1,500, \$1,850, and \$2,000.

Under this same point, his preparation is to show that in the third problem the process may be the subtraction of 28 from 33, and the multiplication of 5 by 12, or the multiplication of 28 by 12, and 33 by 12, and then the subtraction of 336 from 396; that in the fourth, the process may be the addition of 28 and 33, and the multiplication of the resulting sum by 12, or the multiplication of 28 by 12, and 33 by 12, and then the addition of the resulting products.

In dealing with this point in the preparation, the child is to consider the relative worth of the order of the various processes indicated.

In considering the problems under all of these phases, the four potencies of attention indicated, are employed in that degree of difficulty peculiar to the problems, and suitable to the development of the child.

[To be concluded next month.]

# DEPARTMENT OF PEDAGOGY.

[This Department is conducted by Arnold Tompkins, Dean of the De Pauw Normal School.]

### "PEDAGOGY."

ometimes I have entertained thoughts which I would like to have expressed to teachers, and which I thought might be real messages to them; but I had never expected to have the opportunity of pronouncing them before such an effective sounding board as the Indiana School Journal, and under such a high-

sounding title as Department of Pedagogy. But so it is, and I shall proceed at once to make the most of the opportunity offered by the strange freak of an Editor.

My first impulse in the new situation is to ascertain the limitation imposed and the opportunity offered by the title Pedagogy. The word had a low, yet a very concrete and specific From this it has risen to the highest, yet the vaguest and most abstract designation. There is now no need to redeem it from its low birth and give it respectable standing with the present generation of teachers. The necessity is, while preserving its respectability, to give to the vague abstraction, usually attached to the term, a precise content, a concrete significance. In rising to respectability, the idea has lost its whereabouts on earth, and floats a formless something in air. While quite another form than that of leading the child to school by the slave, as once signified, it must again be brought to a meaning as definite and concrete as that—a spiritual leading as precisely marked as that from the home to the school room door; a notion as to the means of care over the soul as specific as that over the body; as perfectly adjusted steps to a far-off spiritual goal as those in the leading of a child to a destination across the stream and over the rugged mountain way. Thus the character of the work is indicated and the scope outlined,-

- 1. The precise location of the goal, the spiritual destination of the teacher's leading—the one true aim of education;
- 2. The path through the world of thought and life over which the child must be led—the way, or the method, of the mind's growth through knowledge and discipline;
- 3. The walking hand-in-hand of teacher and child—the method of spiritual guidance, or method in teaching.

The real nature and true aim of education must be clearly defined, and the controling power of this nature and this aim over the educational process made manifest. No teacher can proceed rationally and methodically without first having a clearly defined cenception of the spiritual condition in the pupil which his processes are to produce, and in the light of which his every act in the school room is to be guided and tested. The aim

which one seeks to realize in a process is the most fundamental idea in that process; and that this aim be single and clearly defined is the fundamental condition of successful manipulation of the process. Nothing to day so distracts educational work as the multifarious and confused aims of those who conduct the educational process; and nothing is more needed among us than a consistent and definite doctrine of the nature and purpose of education. Not a doctrine conceived merely in the abstract and assented to by the intellect; but a doctrine so real to us and so thoroughly felt to be true that it gives tone and direction to our professional life.

The second thought in our outline which must be made to have a very real signification to the teacher is the value of subjects Each subject has a mission to fill in the as educational means. life of the student. This it fills through certain mental processes which it is adapted to produce, and through the scope of free, spiritual activity which it gives to the limited mind. The mind grows by the activity of identifying itself with the thought embodied in things. From the side of activity, it is termed discipline; from the side of the extent to which the student's thought has become one with the thought of the world about him, it is called knowledge-freedom of mind through power to act, and through the territory of thought explored and conquered. Each subject must be made to have its full educative value to the student; and this requires a very definite knowledge of what the mental processes constituting the subject are, and what their value; and what scope, what enlargement of the spiritual horizon, what fullness, richness, depth, and power each may give to life. Until the teacher has made definite and real to himself the educative power of each of the subjects, he can not wield them with precision and effect; can not be conscious of the real process of teaching, and, therefore, can not teach them.

Having ascertained definitely the real purpore in the process of education, and the function of each subject in that process, the teacher needs to realize one thing more; namely, the mindin-mind movement of teacher and pupil in the educational process, or method of teaching. From the two preceding points, the teacher knows what spiritual experiences are necessary to realize his aim; but now these experiences are to be realized in the concrete process in the student. That they may be realized, the teacher must first reproduce them in himself, and then stimulate the mind of the student to join his mind in the desired mental experience. This united movement of the two minds in the educative act is method. It is not simply device or plan, but the inner moving, determining spirit, of which device and plan are but the outer form. This is the concrete phase of the process; for the aim and the method of the mind's growth through knowledge and discipline exist only in the idea of the teacher, while this movement called method is a concrete reality. It is the form which the purpose assumes in realizing itself.

While the true nature and aim of education are the most fundamental ideas in teaching, method is the most immediate need. and of this the formal side is most obvious. Rightly considered, there can be no such thing as formal method in device and plan without the inner method of metal live; and this latter can have no significance aside from the nature and aims of education. These phases of the process press back from that which appears on the surface to the most fundamental conception. The danger is that our attention will lodge in that which is most superficial and obvious, and that formal method will be caught up as the one thing needful in a professional preparation. While urging that a real concrete significance should be given to the various phases of Pedagogy, that which is usable in a particular form was not implied. It is hoped to say that which lies nearest the heart of the teacher in the living process of teaching; but life is too short and truth tooprecious to deal in recipes. Principles which determine forms of doing should be the constant theme of the teacher. It is universal, in a certain phase of the teacher's development, that what seems to him the thing he most needs is not the thing most. needed; and to supply him with what he wishes forestalls the getting of that which is pervasive and all-controling in his life work. What he needs is that which is really practical; that which is true and applicable under varying circumstances; that which

will self-center him amidst all the distracting forms and under all the perplexing conditions of his art; that which will always seem very true and good whatever the requirements under the varying circumstances under which his work must be done.

The foregoing outline will not be treated formally, but as systematically and thoroughly as ability and the requirements of a journal will permit. All that is said will organize about these thoughts, and be said from a foreseen plan. There must be no miscellany.

Members of the Normal School Faculty will contribute articles illustrative of the foregoing thoughts. The series on Method in History, beginning with this number, will illustrate well the nature of method, and how method is determined by the two factors, mind and subject,—how method is not an external something, but something found by exploring the mind in the subject.

## METHOD IN HISTORY .-- I.\*

HISTORY is not a record—no more than any other subject. It is hardly the thing recorded, for it does not deal with events for their own sake, but only in so far as they reveal the life of which they are the result. History deals primarily with the Life of a People, its life of thought, feeling, and volition. The landing of the Pilgrims is an event. As an event it has a time and a place. Its value, however, is not found in these, but rather in the ideas which the Pilgrims brought with them and put into operation. The battle of Bunker Hill is an event. But its importance does not consist in its narration, but in the ideas which it stands for. The Declaration of Independence, made in Carpenters' Hall, Philadelphia, July 4, 1776, in the handwriting of Thomas Jefferson, and with the big signature of John Hancock attached, forms an interesting event, but its historical significance is not found in these points, but is obtained from the ideas which it voices—the political doctrines it contains. If we examine any number of events we are driven to the same conclusion in

The application is to United States History.

each case. The number of events in the life of a nation is infinite. To attempt to get possession of them would make the problem of History incapable of solution. No one can master the happenings that have marked the growth of the State of Indiana, for they are innumerable. It is clear, then, that History must deal primarily with ideas, and that events are a means and not an end. The teaching significance of this general truth is apparent. Events, interesting stories, detailed descriptions, are to be used just as far as they are necessary to reach some idea, and no further. This throws the emphasis where it belongs.

Ideas manifest themselves by growth. By the growth of ideas is meant that movement by which they enter the minds and control the acts of a constantly increasing number of people. That ideas do grow is shown by the movement from monarchy to democracy, by the fact that from 1760 to 1774 the American colonists opposed English oppression by appealing to the English Constitution, while from 1776 to 1783 they based their resistance on the Rights of Man; by the fact that once suffrage was limited in many of the colonies and even in some of the states, while it is now almost universal. Once Virginia persecuted Baptists, Quakers, and Puritans, while Massachusetts banished Roger Williams and hanged Quakers. Other colonies gave encouragement to a favorite sect and discouraged less popular ones. Not only has toleration come, but separation in Church and State, also. What, now, is the pedagogical value of the conception that ideas grow? Teacher and pupil are forced to search for the germ of growth—the beginning of the idea, and to trace the continuity in its growth, thus projecting a thread of thought through the entire subject.

A people's thought has these phases: political, religious, educational, industrial, and social. Each of these phases clusters around a great organization called an institution. A growth of ideas becomes the permanent possession of a people by being embodied in one of these institutions. When growth takes place in political ideas the result may be embodied in government by law or custom. Public opinion, under the pressure of war, abolished slavery and made the result permanent by amending

the constitution. A movement in religious thought forces the formal organization we call the church to adjust itself to the change. Similarly, it is true of the school, industrial society, and the family. This crystalization of human thought and experience makes progress possible. What is the teaching significance of the idea that History deals with five phases of thought, and that these become permanent by embodiment in institutions?

1. All events of historical significance are put in five classes.

2. Fixe parallel lines of thought give linear continuity to the subject.

3. Forces to a broad view of the life of a people—does not confine study to politics.

4. Shows that historical ideas must be traced till law or custom gives them perpetuity.

No phase of human thought is isolated. Since institutions embody phases of thought, they can not be isolated. Growth in the domain of one, often touches all the others. The French and Indian War was a military event, and as such belonged to government. But besides its purely political effects, this war touched both the religion and the industry of the thirteen colonies. It brought into personal contact the Ouaker, the Puritan, the Dutchman, and the High Churchman. They fought together, marched together, and messed together. They shared each other's joys and sorrows, victories and defeats. This contact did much to wear off the sharp edge of religious prejudice and prepare the way for general toleration. This war burdened both England and her colonies with heavy debts. The mother country tried to relieve herself by putting new burdens on colonial industry. This the colonies resisted, for they had borne more than their share of the war. Negro slavery, an industrial system, affected profoundly every phase of American thought. controlled, created, or destroyed political parties; established well defined classes in Southern society; kept the blessings of the free school from half the nation, and colored the moral and religious ideas of the whole people. Illustrations may be multiplied to show that ideas and institutions are not only not isolated, but are really organic. This new element in our concept History shows that it is capable of Scientific Organization—the co ordination and subordination of parts and the tracing of linear and transverse W. H. MACE. connections through the subject.

## THE SCHOOL ROOM.

[Thas Department is conducted by G. F. Bass, Supervising Prin. Indianapolis schools.]

### SOME TESTS.

RITHMETIC.—Instead of having pupils say the tables by "line", have all take pencils and write in a vertical line the figures from 1 to 12 inclusive; then dictate as follows, and have them write instantly the answers:—(1)  $9 \times 8$ , (2)  $7 \times 6$ , (3) 4+7, (4)  $6\times 8$ , (5) 63+7, (6) 72+8, (7)  $4+5\times 3$ , (8)  $9 - 2 \times 7$ , (9)  $4 \times 8$ , (10)  $8 \times 5$ , (11)  $7 \times 7$ , (12)  $81 \times 9$ . Such tests are good because they test every pupil, and because no pupil has time to run over his "lines" to tell what  $9 \times 8$  are. He must know it instantly or fail. Such tests do not teach the pupils, though. They should not be made the chief end of number work. In marking the pupils, the teacher should not feel that the most important thing to do is to put a per cent. on each paper. His aim should be to study each individual pupil. should try to learn why John missed half the questions, and what he (the teacher) can do to help John. Unless such a study on the part of the teacher follows such tests, they are scarcely worth giving.

Language Work.—Submit such tests as follows to your Third Reader pupils:—

- 1. Supply the marks omitted.
  - After a while Rose cried out, Let us make a crown of violets, and put it on the head of the best girl.
  - It will be easy enough to make the crown, but not so easy to decide who is to wear it, said Julia.
  - Why, Susan is towear it, of course, said Rose. Is she not the best girl in school and the most obenient at home?
  - Yes, yes; the crown shall be for Susan, cried the other girls and they began to make it. It was soon finished.
  - Now, Susan, said Rose, put it on, for you are to be our queen.
- 2. Form two sentences from the following:

(The young duckling raised its wings. They were much stronger than before. ( It flew far away to a lake. The little boat sank quite out of sight.

Each time it rose again.

( It came nearer to the people on the ship.

If the pupils have learned to read, and know what quotation marks are for, they will have no trouble with No. 1. Some will Read their papers for the purpose of learning what made them fail. Was it because they did not distinguish between what the narrator said and what the chilnren said? Yes. Well, then. here is work for the teacher. Was it on account of carelessness? If so, what are you going to do about it? Something must be done to make the pupil more careful. Was it because the pupil did not know how to select the quotations? Was his failure on account of a lack of knowledge in regard to the use of quotation m irks?

Suppose in No. 2 a pupil writes, "The young duckling raised its wings and they were much stronger than before and it flew far away to a lake." Will this fill the requirement? Would you have written it so? Why not? What, then, will you say to the pupil who wrote it so? The pupil certainly has formed one sentence, but he has left out the idea that the duckling flew far away to the lake because its wings were much stronger than before. the pupil why it flew away: then ask him to put a connecting word in the sentence that will make you know that. Then instead of the last and we will get so.

## THINK QUESTIONS.

- 1. Did Washington ever ride on a locomotive or on a steamboat? Did he ever see a telegraph pole, or a telephone, or an electric light? How are you like Washington?
- Did Martha Washington ever use a sewing machine? Did she ever sew by the light of a kerosene lamp? By gas light?
- How many Ex-Presidents are now living, and who are they?
  - 4. Of what use is the pendulum of a clock?

- 5. Can you draw the face of a watch? Not one person in a hundred can draw it correctly. Try it.
- 6. How many legs has a milking stool? Why is it not made with the same number that a chair has?
- 7. Name all the kinds of manual labor involved in making your clothing and in preparing the material for it. From how many of the great kingdoms do the materials come?
  - 8. What countries contribute to your daily meals?
- 9. Can you give the date of the last day of the present century?
  - 10. Who is the greatest living statesman?

Use a few of these at a time as a general exercise, or put two or more of them on the board just before recess, when the weather is too unpleasant for out-door play.—Intelligence.

## "PUT YOURSELF IN HIS PLACE,"

We very often have mottoes for our pupils; but this one is for ourselves. It is not sufficient that it be written where we may see it, but it should become so impressed on our minds as to be ever present. If we succeed in making ourselves feel as the children do, we shall be in possession of a pretty sure and safe key that will open to us a way to treat them.

To begin with, in a vast majority of cases the children's motives are good, at least there is very little intentional meanness or stupidity among them.

Suppose we say, "Susie, you may tell me what those words say." Susie, who perhaps has some little difficulty in recognizing words, finally reads them all correctly, but does not express the thought as we think she should. We try to get her to see the idea behind the words. She looks at us uneasily, twists around, puts her finger in her mouth, and perhaps tries again, in that position. Shall we say sharply, "Take your finger down," and then blame her because it goes up again almost directly? Of course we wish to have her finger down and wish her to have correct position of body, but shall we work from the outside to get it? Is the child wilfully disobedient to us? Shall

we not, rather, work from the inside—try to feel in what condition her mind is under the circumstances? Is her awkward position not due to timidity or embarrassment? Let us try to reassure her, rather, and make her feel that we are in sympathy with her. How much more quickly her eye will brighten and her body straighten than if we attempted to command her.

We forget how hard these things are for these little children. Suppose you take a simple book with which you are unfamiliar, and turn it wrong side up, and then try to read with expression. Now if you can, imagine some one present whom you consider immeasurably your superior—who is in authority over you, and will probably criticise you. Do you not think you would be embarrassed?

It is easy for us to make the letter m, but it is hard for a little beginner. Now we must try to find out just how hard it is and why, and feel in a manner as the child does who attempts it, or we are in no condition to teach him to make it. In every kind of instruction we must try to think, How does it seem to the child's mind? Just how much does he know about it? Where is the difficulty with him? We can't help him over a ditch in the road till we've gone back on his side of it; then having been over it before ourselves, we are able the more safely to guide him.

Just so—in cases of discipline—we should ask, What made the child do this or fail to do the other? Perhaps as bad a motive as "for fun", or "didn't think", will be the worst we'll find. Those things are annoying and must be bettered in some way surely, but can it be done by treating the child as if he maliciously did a very evil thing?

I know that often in the press of work and anxieties it seems as if the children maliciously commit offenses. But really, do they? Not often, I think, and if they do who roused the desire to be ugly? Is it not probably the result of some over-blame we have given him that has made him feel resentful? There is an innate sense of justice in children. They will usually take what blame they deserve, but not more. If we insist upon his taking it he will probably come up to that amount in the next offense.

He doesn't exactly say to himself, "She thinks I'm bad, so I'll be bad," but it nearly amounts to that.

How very careful we should be of our treatment of little children. Don't treat them for severe ailments when but a slight remedy is necessary. Make a difference according to motives. A doctor doesn't treat all cases alike. A severe remedy is sometimes necessary, but use it only then.

When anything is wrong, like a good doctor, try to find out the cause and remove that—don't work to stop the symptoms with the cause still present. Or better still, study the mental hygiene of your school and individuals, and try to prevent difficulties arising.

There is another side to my text, which, as I haven't more than come to "seventeenthly", I would like to speak of:—

Can you recall any circumstance, even in your "grown-up hood", when, having tried very hard upon some piece of work and succeeded pretty well, some fellow-worker or superior has said, "I like that", or "that was well done"? Do you not know what a thrill of satisfaction you felt? Were you not happier and stronger for future work, and could you not do it better? If all this is true of old, grown-up children, how much more of little ones?

Praise them—if not the results, then their efforts. Not unduly, of course, for here again they know what is just and you will only cheapen yourself if you give praise where it is not due.

There is no end to my subject, and should be none to our efforts to keep it in mind and apply it. For after all what have I been writing about but the Golden Rule itself—"Whatsoever ye would that men (the children if in your place) should do to you, do ye even so to them."

M. F.

### GENERAL INFORMATION.

THE finest railway station in the world is said to be the terminal station in Bombay, India, of the Peninsular Railway. It was finished last May, and named in honor of the Empress of India. It took ten years to build it, and cost nearly \$19,000,000.

THE BROOKLYN BRIDGE.—The length of the river span is 3,595 feet 6 in. The clear height of the bridge at the center of the span is 125 feet above high water, the total height of towers 277 feet, length 5,979 feet, width 85 feet.

Ask the pupils what river it spans; what cities it connects; how long it would take to walk across it; how many people cross it daily; why so many cross it; and how they crossed before the bridge was built.

A RAILWAY FOR JUDEA.—A London special of June 25 says the preliminary surveys of a railroad to run from Jaffa, on the seacoast in Palestine, to Jerusalem, and thence to Bethlehem, have just been completed, and a party of engineers will start this week for the Holy Land to lay out the route. A company has already been formed to build the road, in which a number of English and French bankers are interested. From all accounts it is a purely business enterprise, without a trace of sentiment or religious fervor. The travel in the Holy Land of late years has been increasing steadily, and it is believed if first class railway accommodations are furnished, the number of tourists who would annually visit Jerusalem from all parts of the earth would soon be trebled. The concession for the road was granted by the Sultan some time ago, and, although the engineering difficulties are serious, the preliminary surveys demonstrate that the road can be built at a cost that will allow of handsome dividends to the stockholders.

The distance from Jaffa to Jerusalem is only thirty six miles by the road which travelers now use, but the railroad will have to take a more circuitous route to climb the hills, which will lengthen the distance by about ten miles. Notwithstanding this, the trip will be shortened from twelve hours, which is now occupied by the stage between the two points, to about three. The road will approach Jerusalem from the northeast, passing through the valley of Jehosaphat and by the Tombs of the Kings, entering the city through Herod's Gate. The route south of Jerusalem to Bethlehem has not yet been surveyed, nor has the site for a station in Jerusalem been selected.

The gentlemen here who are interested in the enterprise s y

that, as it will be largely a tourists' road, care will be taken to provide strictly first-class accommodations. Coaches of American build are to form a part of the rolling stock, including, probably, Drawing-room and Pullman cars.—Ind. Jour.

## COUNTRY SCHOOL DEPARTMENT.

[Conducted by W. H. CAULKINS, Supt. Tippecanoe County.]

## SUPERINTENDENT'S VISITS.

THEN the superintendent makes his annual visit to a school we think that as one of the school officials he has as much right in the school room as the teacher. One of the direct results of this is that he is at liberty to open the door and enter without knocking. We know some teachers object to this, on the plea that they do not wish to be spied upon; but as a rule, nearly all of these are the very ones who can not bear an unexpected inspection. However that may be, it is much better to enter the school room without a flourish of trumpets, quietly find a seat, and so not interrupt the work of the school. This work is the very thing the superintendent has come to see, and he wants to see it in its normal state. The teacher should finish his lesson. and then he can shake hands and say the usual things about the weather, and the unexpectedness of the visit, etc. Superintendents should be cautious in their manner of criticising. speech is made, by all means steer clear of the shallow platitudes so often uttered. Say something specific, and meant for that school only.

PRELIMINARY TO OPENING SCHOOL.—If we were engaged to teach a country school next year we would take a day off and make a visit to the school building and the neighborhood. We would look things over thoroughly and see what we would have to start with. Then we might stop for a few minutes at some of the houses in the district and make a short call. In warm weather a drink will furnish an excuse for such a call. We would make our-

self as agreeable as we could, and thus leave a pleasant first impression. Don't talk nothing but school. A teacher is presumed to be well-informed on all topics, and to be a good conversationalist. In such a flying trip as this much may be picked up in the way of knowledge about the school and the people with whom you will have to deal. A teacher needs to be a close student of human nature and a careful reader of persons. The best scholars may utterly fail to get along with the people.

FIRST KNOW THE SUBJECT.—We are perhaps somewhat heretical, but we confess we do not think the need of teachers is so much a knowledge of child-mind as of the subjects to be taught. The woful ignorance displayed in examination papers indicates to us the direction in which most of the teacher's training should be. When teachers present papers on physiology and history full of the vaguest statements and half-knowledge, we see at once that from such persons only vague and indefinite teaching can come. When an arithmetic paper comes in with bungling solutions, or with mistakes and blunders so numerous that the paper is worth really nothing at all, we know very well that no clear thinking can be directed by such a mind. Presuming that the teacher has a full and definite knowledge of that which he attempts to teach, we grant that it is then necessary for him to study the scientific methods of presenting it. But so long as he does not know what he does know, we think a course of training should aim to give him an exact understanding of the philosophy of those subjects. When a truth is perfectly clear and definite to us we can succeed by some means in making it clear to another. the most expert teacher in the universe could not teach a student the elements of quantics, say, unless he had a thorough, definite grasp of the subject. That mind grows and develops by its own activity is true, but we often forget the correlative truth that only the genius can go ahead and map out the line that his own activity shall take. Here is the office of the teacher. It follows that only he who knows well every element in the topography of a country can map lines for others through it. We would urge upon teachers then, the importance of a study of the philosophy of each of the branches taught, and we think the most good will

accrue from those institutes in which most attention is paid to this line of work.

#### NOTES ON TEACHING READING.

LET the class in the Fourth or Fifth Reader take the Second Reader, occasionally, and read a lesson. This will give them the habit of reading fluently.

BEFORE commencing to read an article, see that the class know who is the author; and tell them what you know respecting him, and also the occasion or the circumstances under which the selection was written.

In teaching reading remember always, that ideas are very different from the lips of the living teacher, from the same ideas in the printed book.

A TEACHER was once asked: "How many times has your class been through the Fifth Reader?" "Six times," was the reply. "Why so many times?" "Oh, I want my scholars to learn it thoroughly."

All nonsense! Repetition does not necessarily mean thoroughness. What we want in the country schools is progress, rather than repetition.

#### SUPPLEMENTARY READING.

The importance of supplementary reading is now well recognized by all progressive teachers. That the child has read enough when he has finished the series of school Readers is no longer believed to be true. The demand for more reading matter is growing every year, and it is time to consider the question carefully for the purpose of determining the character and quantity of this additional work.

As the name implies, supplementary reading is additional reading, reading used to fill out the ordinary school course. In a strict sense all the books read by the pupil other than his text-books would be supplementary, but the term is limited to mean only the work which is added and used in the reading classes.

In the best schools, several sets of First Readers are supplied,

and the pupil instead of going over and over one single book until he has it committed to memory, has a fresh and attractive variety of easy reading. Among the best Readers used for the purpose may be mentioned Appleton's, Butler's, Monroe's, and Swinton's. Suitable stories may be read by the pupils. Juvenile papers and magazines generally have one department printed in large type and easy language which can be used..

The second and third classes need something more advanced, and if the supply is such that they can understand what they read, the demand will be found to be almost insatiable. The author used Butler's Second and Third Readers last year in addition to McGuffey's, and intends using Swinton's and Appleton's series this year for additional work. Magazine articles can also be used to great advantage with these classes.

The fourth class are able to read almost any ordinary article, and, besides other series of Readers, a judicious selection from newspapers can be used with benefit. The best method to preserve these articles is to have a scrap book.

Among magazines and papers suitable for school use, the St. Nicholas is far superior to all others. The Youth's Companion is an excellent general paper with a number of short articles. The Wide Awake has attractive stories. Harper's Young Folks is a very good weekly.

When it is desirable for the supplementary work to be used in place of the regular class work, three modes of procedure are offered: either each member of the class can be supplied with a copy of the piece to be read; or one can read the whole piece and others listen; or each can read a part of the piece. If the first mode is to be used, it will be necessary to subscribe for several copies of the same periodical. We would call the attention of school trustees and teachers to the advantages offered by the Public School for this purpose:—

- 1. The low price.
- 2. The mechanical work—type and paper is good.
- 3. The variety of work it offers.

The Current History can be used to interest the pupil in the actual events of the day. The Current Biography can be used

to form in him the habit of searching for the biography of the great or famous men of the time. Every number has one or more scientific and general articles which if read and discussed will lead the pupil to further investigation.

The second mode of using supplementary work needs but one copy of the article read.

The third mode may be conducted as follows: Cut the article into as many pieces as there are pupils in the class. Supply each pupil with one of these slips, which he is to study and read in the class. It is better not to let the pupils know the order of the pieces, as they must then pay strict attention to the oral reading in order to see where their part will fit in. (Try this as a cure for inattention.)

The manner of using the supplementary reading will vary with the teacher. The following are suggested:—

- 1. Use the work in place of, and in the same way as the Reader.
- 2. Read the article to the class, and have them reproduce it from memory, and then read the reproduction.
- 3. Have the *pupil* read the article, then reproduce it from memory and read the reproduction.

### KINDERGARTEN PRINCIPLES IN PRIMARY WORK.

[This is a new Department, and is edited by W. N. Hallman, Supt. of the La Porte Schools. He is also the author of several educational works.]

Sense in Primary Work." Not that the meaning would have changed, but it would have required less explanation. Indeed kindergarten principles are plain common sense principles, as all who may have the patience to go with me through the pages of this department will see sooner or later.

My plan is to state these principles in a number of simple aphorisms. Then, as soon as it can be safely done, I shall show how these are applied in schools. Naturally, I shall choose for the latter purpose the La Porte schools, with whose work I am familiar.

#### I. THE BUSINESS OF EDUCATION.

The business of education is to help children grow in the right direction, to help them grow strong and self-reliant, sensible and efficient, earnest and cheerful, sympathetic and helpful.

There is nothing hard or deep about this. All that is needed is to keep them from harm and to give them ample chances to do harmless or useful things; to keep away all kinds of temptation and every opportunity for doing wrong and foolish things; to help them keep the place in which they work clean and neat; to assist them in making it beautiful and rich in suggestions; to keep their hearts open and their hands busy.

Probably the hardest things about it is that, in order to do this effectively, we should ourselves be growing in the right direction, should ourselves be strong and self-reliant, sensible and efficient, earnest and cheerful, sympathetic and helpful.

### 2. WHEN CHILDREN GROW IN THE RIGHT DIRECTION.

Children grow in the right direction when they are well born, i. e., when their parents are growing in the right direction to the best of their knowledge; when the example of relatives, friends, teachers and associates is in the right direction; when their good will is always appreciated, no matter how defective the result of their effort; when they are not laughed at or punished for faults of ignorance or weakness, but shown in a respectful and loving way how to avoid these faults; when all about them points in the right direction and suggests doing things which lie in the right direction.

All bad heredity, all bad example, all temptations or opportunities to do wrong, all disorder and wickedness, all sham and hypocrisy, all unkindness and greed, all ridicule and unfairness, all arbitrariness and meanness, all license and intemperance, and other sources and results of evil-doing in the child's environment encourage growth in the wrong direction and retard right growth.

#### 3. HOW CHILDREN GROW STRONG AND SELF-RELIANT.

Children grow strong and self reliant by the exercise of their powers. Those that walk must get to be great walkers; those that talk must get to be great talkers. Thinking makes thinkers; reciting makes reciters. We learn to do by doing; we learn to love or hate, by loving or hating.

Self reliance comes in the same way, and at about the same time. A good climber or swimmer trusts himself without fear while one unskilled or little skilled is full of terror. The more frequently we have done a thing successfully, the more fully do we trust ourselves and rely on our powers to help us over difficulties and through trouble; it is just so with the children.

#### 4. WHY IT IS HARD TO HELP THE CHILDREN IN THIS.

It is one of the hardest things for the teacher to help the children in this. They are so apt to judge the children by wrong standards, by the kind of work they do, or by what some one else can do, some very foolish ones even by what they (the teachers) themselves can do. If children do not come up to these wrong standards, these foolish teachers scold them or laugh at them, and make them feel weak and uncomfortable and unreliable. Now when children are interested they are generally very much in earnest and are apt to do their very best. Every teacher who knows what he is about ought to know this, and honor the child for this, no matter how imperfect his work may seem. He ought to point out the faults of the work in a respectful, helpful way, which will make the children feel like trying again.

Each child ought to be judged by his own standard, at least so long as he is growing. It is time enough to judge him by other standards when he is grown up, and when it becomes desirable to measure his commercial value as a worker. But to do this when he is growing or trying to grow will rob him of strength and self reliance, and will make him less valuable when he is grown up.

#### 5 HOW CHILDREN GROW TO BE SENSIBLE.

I know of no other way but thoughtful experience. The child must be in actual living contact with men and things, with animals and plants, with other children and grown people. In this he will get knowledge all the time. He will find out their nature and character, he will learn how they act and behave, and how he must act and behave in order to please them and to get them

to please him. His intellect and reason will have constant exercise, and will grow steadily in strength and self reliance.

No amount of telling can do this. After a time, when experience has taught him that you mean well and know best, he may believe you; but he can understand you only in the light of his own experience, and he is ready to give you up as soon as experience proves you to be fallible or selfish. He must see things and understand their whys and wherefores on the ground of his own experience. Only this can make him intelligent and reasonable, which is only a longer way for saying sensible.

### 6. HOW THEY GROW EFFICIENT.

They grow to be efficient much in the same way and at the same time. In actual experience the child is incessantly doing something, handling things, arranging them, changing them, leading, following, driving, getting out of the way, making tools of his hands and feet, and of material which he can control for his purpose. In all this he is constantly using the gains of his experience. His knowledge is ever at his fingers' ends. He learns to be sparing with his strength, to make the most of himself, to exert himself no more than is necessary, to get the best results in the quickest and surest way, to overcome difficulties with the help of better knowledge, to correct failure by the application of new resources which he finds within himself.

Efficiency is sensible doing. It is gained only through sensible doing under right conditions. You might as well expect to harvest a crop of apples from the mere study of apple trees, as to get efficiency from mere instruction. The sooner teachers and parents find this out, the better it will be for the children and the schools.

#### 7. THE CHIEF DIFFICULTY IN OUR WAY.

Our own ignorance and blindness is the chief difficulty in the way. We are aware that knowledge makes us more sensible; but we overlook the fact that what we learn can not become knowledge unless it can be connected in some way with our personal experience. We know that men record their knowledge in books, and we have an idea that we can get their knowledge out of these books without first going to life. We know

that knowledge is communicated in words, and we get the notion that words are knowledge.

We might as well attempt to feed the hungry with dishes, quench our thirst with tin cups, raise chickens from egg-shells. The essential thing of a word is its meaning, and that we can get only on the ground of personal experience. How can a person know the meaning of cold, unless he has experienced the thing? How can he understand the purpose of a plow, unless he has some direct personal idea of the soil and its cultivation? How can he appreciate the import of virtue, unless he has experienced somewhat of good and evil? If you think these things can be done on any other basis, go and study your history from a Spanish text-book, call for your dinner in Greek, or write your loveletters in Sanscrit, and observe what the windy thirgs will bring you in response.

Again we are aware that knowledge helps to make us efficient, but we overlook the fact that it can do so only through practice. Thus we give the knowledge, but withhold the practice. We fill the stove with fuel, but refuse to let it burn; we fill the reservoir with water, but neglect or even stop up the outlets through which alone it can become effective; we carry our seed corn to a bin and expect therefrom a harvest.

### EDITORIAL.

ORDERS for change of address of the Journal should reach this office not later than the 25th of the month, as the mailing list is made up at that time. Orders for change later than this always makes necessary double mailing. Don't forget to give the old address as well as the new.

THE Indiana School Journal for Indiana Teachers! The better the home Journal is supported the better it can become. It has just added a new and important department. Be true to your own state.

This is the time to move for a county teachers' library, if the step has not already been taken. A good teachers' library in every county would be a grand forward move for Indiana. Let the subject be discussed in every institute.

HERE is the pithiest sermon ever preached: "Our ingress in life is naked and bare; our progress in life is trouble and care; our egress out of it we know not where; but doing well here, we shall do well there; I could not do more by preaching a year."

THE figure on the label of the Journal indicates the month with which the subscription expires. For example, the figure 8 indicates that the time is out with August; figure 9 that it is out with September, etc. Please examine your label. The last number is usually ornamented with a red cross.

READ THE ADVERTISEMENTS this month: there are many new ones. There is no better way for a teacher to keep posted as to the best books, the best schools, the best school appliances, etc., than to read the advertisements. Much of the information contained in the advertising pages can be found nowhere else.

Our public schools are the very essence of democracy in distinction from aristocracy, and must always and in every way be maintained on that basis. It is the glory and safety of our free institutions that the light of intelligence and the facilities of education are brought within reach of all.—Chicago Inter-Ocean.

THE NEW DEPARTMENT just begun in this month's Journal will add new interest for many readers, especially among the primary teachers. "Kindergarten Principles in Primary Work", when Dr. Hailman is the expounder, will interest and instruct teachers of all grades. No other educational paper in the United States furnishes the primary teacher so much valuable reading as does this Journal.

THE AMERICAN COLLECTING AND REPORTING ASSOCIATION.—This is an association organized for the purpose of collecting bad debts and reporting those who do not pay their debts. As fast as possible each county is being organized, and lists are being collected of those who are "no good." These lists are forwarded to all members of the association, and the membership extends to merchants, business men, doctors, editors, and all persons who have accounts to collect. In this way every person in a county who does not pay is known, not only to the association's lawyer in each county, but to all the members.

This is not strictly an educational topic, but it is of interest to many teachers. The editor of the Journal has joined the association, and makes this announcement for the benefit of a few persons who may be interested.

### TRIBUTE TO DR. WHITE.

Thirty principals of the Cincinnati schools who have served during the superintendency of the Hon. E. E. White, upon his retirement from office addressed him a letter full of appreciation of what they had enjoyed in their relations to him as superintendent.

It was as noble a thing for these teachers to do as it was pleasant for Dr. White to receive, and we express our full approval of the act as well as our hearty endorsement of the sentiments of these teachers. The letter reads thus:—

"The principals of the schools, on your retirement from the office of superintendent, desire to express to you some sense of the respect they feel for your endeavors and success in the management of the schools. We feel that your personal work has been arduous; that you have been actuated by high motives and aims, pursued with strenuous clearness; that you have accomplished permanent reforms by lifting our schools out of the ruts of mechanical teaching.

"We feel grateful to you for improvements in the course of study,—
improvements gradual, interesting, and natural, based on true principles of teaching, and of permanent value. We feel this especially
in the course in geography, in language, and in morals. These branches
have been extricated from an unsystematic condition and placed on a
permanent basis of correct pedagogical principle and arrangement.

"Your suggestions have been fruitful of thought, of patience, and of a higher intelligence and aim; and of greater breadth in the work of the schools, and we believe will be felt for years to come.

"Personally, we thank you for individual kindnesses received, and part with you in your official capacity with feelings of the highest respect, hoping that your usefulness here is simply transferred to another field of action."

#### THE NATIONAL EDUCATIONAL ASSOCIATION.

The National Association met as announced, this year at Nashville, Tenn. The attendance was not quite so large as for a few years past, but it was by far the largest meeting ever held south of the Ohio. People are afraid to go "south" in July.

The Nashville people gave the Association a warm reception and entertained it royally. A grand barbecue was one feature of the reception. Nashville is a flourishing city of about 100,000 population, and is justly called the Athens of the South, on account of its numerous colleges and universities.

An unusual number of leading educators were present at the meeting, the program was full of interest, and everybody went home happy. A large number of the teachers made excursions out from Nashville to Lookout Mountain and other attractive resorts. The delegation from Indiana numbered about sixty.

The Proceedings, including all papers and addresses, will be published and be ready for distribution about January 1, 1890.

The officers for next year are as follows:-

For President-James H. Canfield, Lawrence, Kan.

For Secretary-W. R. Garrett, Nashville, Tenn.

For Treasurer-E. C. Hewett, Normal, Ill.

Prof. Canfield has served as Secretary of the Association for several years past and has done a great deal of efficient work for the Association. The Association did the right thing in making him its President. He will honor the place.

W. A. Bell was elected "director" for Indiana.

The Association will meet next year at St. Paul, Minn.

#### "SCHOOL-BOOK TRUST."

The Journal feels called upon to repeat in substance what it has before said, viz.: that THERE IS NO SUCH THING IN THIS COUNTRY AS A "SCHOOL-BOOK TRUST." The Journal does not believe in "trusts," and is ready to join in the severest condemnation of any book trust that may make its appearance in the state or in this country. To this end it has made diligent search and is unable to find even the semblance of one. So thoroughly is the Journal convinced that there is no booktrust that it is now ready to offer a liberal reward to any one who will furnish proof of the existence of such trust. It is easy to state facts and furnish evidence if any facts and evidence exist. Can we not have some facts in place of the bald assertions so freely used in some quarters?

"A trust is a combination entered into for the purpose of controlling the amount of production or the price of a certain article, or, in some cases, both."

There is an association of school-book publishers, but it has to do with the *introduction* of books, and has nothing whatever to do with the *production* or *price* of books. Every house is perfectly free to publish any and all kinds of books, and without limit, and to fix its own prices. Since the organization of this association the price of no single book has been advanced, but on the other hand the prices of many books have been reduced. And any school board in the United States, unless restricted by state law, can put out the books of any house and adopt the books of any house, at prices fixed, not by the association, but by the house.

These things being true, it follows that there is perfect liberty to make books and fix prices, and under such conditions a "trust" is simply impossible, if we put into the word *trust* its ordinary meaning, as indicated above.

School-book men are just about as honest and as honorable as are men in other kinds of business, editors for example, and in the heat

of competition have in many instances resorted to means to secure their ends that were absolutely unworthy of them, as in other callings, but for all this the Journal does not feel called upon to berate them as a class of thieves and *lie* about them. In point of honesty, integrity, and honorable dealing they will certainly compare favorably with men engaged in other kinds of business.

There is a certain small class of people in this world wholly incapable of any honorable, unselfish conduct themselves, and so they always impute unworthy motives to others. It is always the libertine who insists that "every woman has her price." It is always the rogue who takes the ground that "there is no unselfish action." It is always the editor who can be most easily influenced by unworthy motives who is first to charge his neighbor with "selling out."

The editor expects some person of this class to criticise him for printing the above article.

# THE MOST LIBERAL OFFER EVER MADE TO INDIANA TEACHERS.

THE importance of a TEACHERS' LIBRARY in each county wfil be conceded by all, and several counties have already begun the work of providing the same. But few teachers are able to own as many books as they would like to read, and a library accessible to all will do much to encourage professional study. Every county should at once begin a teachers' library and add to it from year to year.

To aid in this good work the Editor of the JOURNAL offers three premiums, hereinafter named.

The first premium is made up of THIRTY-THREE selected professional books. No better books can be found in the market. In fact the list comprises the most of the standard books for teachers. It is a complete teachers' library in itself. Its cost is over forty dollars.

This valuable library is offered to every county that sends one hundred percent of its teachers as subscribers to the Indiana School Journal. According to the terms last year but one county could secure the first premium, as but one could get the highest percent. This year every county in the state may secure the first premium.

#### First Premium.

#### From D. APPLETON & CO., New York.

THE SENSES AND THE WILL	\$1.50
ELEMENTARY PSYCHOLOGY AND EDUCATION, By Jos. Baldwin.	
RISE AND CONSTITUTION OF UNIVERSITIES, By S. S. Laurie	1.50
A HISTORY OF EDUCATION, By F. V. N. Painter	
THE EDUCATION OF MAN, By Frederich Freebel. Translated	
by W. N. Hailman, A. M	1.50

THE PHILOSOPHY OF EDUCATION, By Rosenkranz	1.50
bert B. Morrison	0.75
BAIN'S EDUCATION AS A SCIENCE, By Alexander Bain, LL. D.	1.75
Spencer's Education, By Herbert Spencer	1.25
PRINCIPLES AND PRACTICE OF TEACHING, By Jas. Johonnot	1.50
KAY'S MEMORY	1.50
PREYER'S DEVELOPMENT OF THE INTELLECT	1.50
PARKER'S HOW TO STUDY GEOGRAPHY	1.50
EDUCATION IN THE UNITED STATES, By R. G. Boone:	1.50
GREENWOOD'S PRINCIPLES OF EDUCATION Practically Applied.	1.00
From HARPER & BROS., New York and Chicago	ço.
CONTRIBUTIONS TO THE SCIENCE OF EDUCATION, By W. H.	
	\$1.25
METHODS OF TEACHING, By John Swett	1.00
EDUCATIONAL THEORIES, By Oscar Browning	0.50
Gentle Measures in Training the Young, By Jacob Abbott.	1.00
Power and Authority of School Officers and Teachers.	0.75
MANUAL TRAINING, By Charles H. Ham	1.50
From VAN ANTWERP, BRAGG & CO., Cincinna	
WHITE'S PEDAGOGY, By Dr. E. E. White	\$1.00 1.00 1.00
From IVISON, BLAKEMAN & CO., New York, Chic	ago.
ELEMENTARY INSTRUCTION	\$1.20
OBJECT LESSONS, Arranged by E. A. Sheldon	1.20
From A. S. BARNES & CO., New York and Chicag	ŗo.
THEORY AND PRACTICE OF TEACHING, By David P. Page	\$1.25
HAILMAN'S PRIMARY METHODS, By W. N. Hailman	0.75
From E. L. KELLOGG & CO., New York.	,
QUINCY METHODS, By Lelia E. Partridge	\$1.25
Lectures on the Science and Art of Education, By Jos. Payne	1.00
From D. C. HEATH & CO., Boston and Chicago.	
	e. 6-
LECTURES ON TEACHING, By Compayré	
HISTORY OF EDUCATION, By Compayré	1.60
Second Premium.	

The second premium will consist of a set of

### CHAMBERS' ENCYCLOPEDIA.

I offer the standard Ten Volume Edition, published by Lippincott & Co., bound in Sheep. Price, \$25.00. Teachers meet with hundreds of questions in the school-room, the answers to which can be found in a good encyclopedia. Persons not owning an encyclopedia of their own can make notes of their questions and look up the answers when at the county seat and they have access to their own library.

This premium is offered to every county sending 90% of its teachers as subscribers.

#### Third Premium.

The third premium will consist of the Eleven Volumes included in the first premium, published by D. Appleton & Co. These books cover completely the educational field and make a valuable library.

This third premium is offered to every county sending 75% of its teachers as subscribers.

CONDITIONS.—The basis upon which the percent is to be estimated is the number of teachers required to fill the schools.

Subscriptions may be taken on time, but only such will be counted as have paid by January 1, 1890.

The count will be made January I, and all bona fide subscribers in each county on the "paid list" will be included.

Two six-month subscribers will be counted as one yearly.

The first two premiums are offered to only those counties employing 60 or more teachers.

The Journal is richly worth its price, but as a special inducement the above extraordinary premiums are offered.

### THE INDIANA SCHOOL JOURNAL

Is one of the best educational papers published in the United States, and is conceded to be such by the best judges. Besides its leading articles, its Editorial, Miscellany, and Personal, it contains the State Board Questions with answers to the same, and sustains regularly the following Departments with independent editors:—

PRIMARY DEPARTMENT: Edited by Howard Sandison, Professor of Methods in the State Normal School. The editor claims that no other paper in this country sustains so large and so well edited a primary department.

DEPARTMENT OF PEDAGOGY: By Arnold Tompkins, Principal of the Normal Department of DePauw University. This department has to do chiefly with the discussion of *principles* that underlie school work.

THE SCHOOL ROOM: By Geo. F. Bass, Supervising Principal in the Indianapolis schools. Those who have been reading this depart-

ment know how full it is of practical suggestions and methods that can be used in every-day work. A part of this department is made up of *Current Events*, of interest to both pupils and teachers.

COUNTRY SCHOOL DEPARTMENT: By W. H. Caulkins, Supt. of schools in Tippecanoe county. The purpose of this department is to discuss those phases of school work which are peculiar to country and village schools. The editor has had large experience and thoroughly understands the work.

DEPARTMENT OF QUERIES AND ANSWERS: By. J. C. Gregg, Supt. of the Brazil schools. The purpose of this department is to give opportunity for teachers to ask questions of general interest and get answers not otherwise attainable.

READING CIRCLE DEPARTMENT: Prof. Jos. Carhart, of DePauw University, has charge of the Young People's Reading Circle, and D. M. Geeting, chief clerk to the State Superintendent, has charge of the Teachers' Reading Circle. If they fail to keep you thoroughly informed through this department write to them.

KINDERGARTEN PRINCIPLES IN PRIMARY WORK: By W. N. Hailman, Superintendent of the LaPorte schools. This is a new department just opened this month. See the editor's opening article and be convinced that this will be a valuable addition. Dr. Hailman is the author of several books on kindergarten work.

These seven departments, each with a special editor chosen because of his peculiar fitness to do the work assigned, insures a variety of work not furnished by any other paper.

No other paper in the land sustains regularly so many departments with special editors.

The Indiana School Journal is the best educational paper in the world FOR INDIANA TEACHERS. It has done for Indiana, and is doing for Indiana what no outside papers can possibly do.

Let every loyal Hoosier take his own paper first, and then another if he can.

Price, \$1.50 per year. Club rate, \$1.25.

### W. A. BELL, Editor.

INDIANAPOLIS, IND.

P. S. The above was run in a circular before it was used in the JOURNAL. The proof of the circular was read in the absence of the editor, and so contains a mistake which is corrected herein. The circular says that the Journal is "the best educational paper in the United States," and it should have said one of the best, etc.

The Journal is conservative, and never wishes to make a claim that it can not easily maintain. It simply claims to be *one* of the best in the United States, and absolutely the best for Indiana teachers.

#### INTRODUCTION OF THE NEW BOOKS.

The Journal wishes to repeat, earnestly, what it has before said, viz; that the new books should be introduced gradually. Of course it would simplify the matter to make a complete and thorough change at once, but this plan will work a great hardship. The loss to the people in having to lay aside old books to buy the new ones will be very heavy, even at the best, and authorities should go as far as the law will allow toward making this loss as light as possible.

Classes that have begun a book should be allowed to complete it, and in case the new books can not be had at the beginning of the school year, and classes are started in the old books, they should be allowed to complete the year or the book before changing. It would be an unnecessary burden to require whole classes to throw aside good books not yet completed to buy others.

The exchange prices offered for old books are merely nominal, and should not in any case be accepted except for worn-out books. Dealers in second-hand books will pay much more for any book that is in fair condition.

In all these matters the interests of the people should be carefully guarded.

LATER.—Since the above was in type the opinion of the Attorney-General has been received, to the effect that the new books should be put in at once. But as it is a physical impossibility to supply all the books in time for the opening of schools the gradual introduction will be a necessity.

#### THE PRICE OF SCHOOL BOOKS.

The Journal does not assume to know just what school-books can be printed for, neither does it know what hats, or coats, or wagons can be made for, but it does assume to know something of the great laws of business. It does know that money, always and persistently, seeks the best investment, and that when any business, not protected by a patent or controlled by a monopoly, pays a higher per cent. of profit than other kinds of business, capital immediately flows into this business until competition brings it down to the plane of other kinds of investments. Even a "trust" can not make exorbitant profits for any great length of time, because, if not broken from the outside, the temptation is so great that members of the "trust" will themselves "cut" on the prices, and finally break up the combination. In fact a great majority of these "pools," "syndicates," "trusts," etc., are broken in just this way.

Then, the Journal knows, not from individual testimony, but from a great economic law that underlies all business, that no line of trade

epen to competition can make exorbitant profits for any great length of time—it is simply a business impossibility.

In the light of these facts Gov. Hovey's message, wherein he stated that the profits of school book publishers are from 300% to 600% must, in the very nature of things, be untrue. Inasmuch as every man in the United States is at perfect liberty to publish school-books, and every school board in the United States is at perfect liberty to adopt any books it pleases, it follows that if book publishers made 600%, or 300%, or 100%, or 50% clear profit, capital would flow into it till the interest on the investment would be reduced to about what money is worth in the general market.

The fact that certain book publishers have grown rich does not disprove the above statement in the least. Large capital backed by large business ability, brings large returns in every department of business, and justly so.

Whether first-class books can be furnished at the prices named in the new school-book law the future will decide, but the Journal is certain that the *indirect* tax and the very great inconvenience involved in the distribution of books under the new law will largely offset the difference between the old prices and the new.

By the time the next Legislature meets the law will have been thoroughly tested and we shall all know more than we do now in regard to this whole matter, and in this country the people rule.

#### THE SCHOOL LAW AND POLITICS.

It is exceedingly unfortunate for the schools that the new school law just going into effect is involved in politics. It was introduced and voted through the Legislature as a party, caucus measure. This prevented free discussion and amendments, and it also had the effect to call to its support all the members of the party introducing it without regard to individual opinion, and to array against it the members of the other party without regard to the merits of the law. This is true of all "caucus" legislation. It is true without regard to party and without regard to the subject under consideration. Had this law gone through the Legislature as an ordinary law the division of judgment in regard to it would not have been on party lines, and the feeling both for and against it would have been very much less intense.

A general change of books, without regard to the merits of the law or the merits of the books introduced, always brings more or less confusion and embarrassment to both pupils and teachers, and when we add to this a bitter partisan feeling on the part of parents the effect mon the schools must inevitably be bad.

The Journal urges that when the school authorities have decided non a course to pursue that citizens generally join in carrying out the plan adopted. The poorest books in the market with harmony are better than the best books and contention in the school and in the neighborhood; and the highest priced books with concord are cheaper than the lowest priced books with contention.

If people are wise they will concede their individual opinions for the sake of the schools. If the school authorities decide to retain the old books for the present, let the people support them; if they decide to introduce the new books at once, let the people all co-operate. This course is certainly in the interest of the schools. For the time being, if such a thing be possible, let us rule out politics and individual preferences, and save the school from an otherwise impending calamity.

#### THE NEW SCHOOL-BOOK LAW.

Since the last issue of the Journal the State Board of Education, acting as School-Book Commission, has held a second and a third meeting, and with the following results. When the Board met July 1 it found no bids from any of the large publishing houses, they claiming that they could not furnish their best books at the prices named in the law; but it did find bids in regular form and accompanied by the bond required by law, for Copy-books, Spellers, Readers, Arithmetics, Geographies, and Physiologies. There were no bids on Grammars or Histories.

The bidders were "The Indiana Publishing Company," composed entirely of Indiana capitalists (see their names on another page), who bid on the entire list named; and the Bowen-Merrill Co., of Indianapolis, who bid on Copy-books. It also found propositions for manuscripts on Grammar and Arithmetic.

In order that they might have time to examine these books and compare them with the standard fixed by the law, the Commission adjourned for a week. When they re-convened they unanimously rejected the proposition for manuscripts, as the board had no money with which to print them, and the Spellers and Physiologies as not up to the standard. They adopted the Copy-books offered by the Bowen-Merrill Co. and the Arithmetics by the Indiana Publishing Co. by a unanimous vote. They also adopted the Readers and Geographies, all voting for them except State Supt. La Follette, who claimed that they were not equal to the standards fixed by law. So the contract was awarded to the Bowen-Merrill Co. for Copy-books, and to the Indiana Publishing Co. for Readers, Arithmetics, and Geographies.

No other books were adopted, and none others will be adopted until after the meeting of the next Legislature. The law did not include in its provisions high-school books.

The Bowen-Merrill Co. have made bond for \$20,000, and the Indiana Publishing Co. for \$215,000, to insure the faithful carrying out of their

respective contracts, in which they agree to furnish books in accordance with the law and up to the standard of the samples furnished.

These bonds have been accepted and the Governor has issued his proclamation declaring the law in force.

#### THE LEGAL POINTS IN THE LAW.

Since it has been known that the book-law was really going into effect, numerous legal questions have been raised in regard to it, and letters of inquiry by the hundred have been showered upon State Supt. La Follette. He formulated questions covering several of the points and submitted them to Attorney-General Michener. The questions and answers are given below in full.

Hon. Harvey M. La Follette, Supt. of Public Instruction:

You have put to me certain questions which I copy and answer in their order.

"I. Is the new school-book law compulsory upon the school trustees, or is it directory?"

The language of the act, so far as it defines the duties of the school trustees, is imperative or compulsory in its nature. See Sections 7 and 8.

"2. Is the trustee liable on his official bond, if he refuse to make requisi-

"2. Is the trustee liable on his official bond, if he refuse to make requisition or demand for the books provided for by the new school law?"

Section 7 of the act makes it the duty of the school trustee to certify to the county superintendent the number of school-books provided for in the contract which are required by the children for use in the schools of their several school corporations. That section defines the duty of a trustee in that particular. Section 5528, R. S., 1881, is as follows: "All official bonds shall be payable to the State of Indiana; and every such bond shall be obligatory to such State upon the principals and sureties, for the faithful discharge of all duties required of such officers by any law, then or subsequently in force, for he use of any person injured by any breach of the condition thereof." If a rustee fails to obey any command of the school-book law, he will violate the conditions of his bond, and will be liable in damages in action thereon brought by any person injured by reason of such violation. See, also, Davis vs. The State; 44 Ind., 38.

6 3. Can trustees retain the old books in the schools and permit the pupils to buy only such books as are now necessary; or must they demand of the pupils that they buy all new books, as far as adopted by the State board, in

order to secure uniformity?"

The trustees are not allowed to retain the old books in the schools and permit the pupils to buy such books only as are now necessary. The trustees are not given any discretionary powers in such matters by the act under consideration. They possess such powers only as are given by the express terms of the act or by necessary implication. The last proviso of Section 7 recognizes the right of school trustees to devise means and make arrangements for the sale, exchange or other disposition of such books as may be owned by pupils at the time of the adoption of the books under the provisions of the act. No other powers are given them by the act so far as the books now in use are concerned. If the Legislature had intended that the trustees should have the power to permit the use of the old books it would have been conferred in plain terms, or would have been made to appear by the use of language warranting such an interpretation without doing violence to the ordinary rules of statutory construction. Again, it is apparent that one of the objects of the new law is to secure uniformity in the use of school books in the common schools throughout the State. Such uniformity can not be obtained if the

pupils are allowed to retain the books now in use, for some of the pupils, by necessity, will be compelled to buy the new books, while others would be using the old ones, to the utter destruction of uniformity. Upon the trustees is cast the duty of selling the books and securing the desired uniformity. With this duty dwells the corresponding power to demand that the pupils shall buy the new books adopted by the State Board of Education.

44. If patrons refuse to purchase new books and send their children to school with their old books can they be compelled to purchase the newlyadopted books, with the alternative of having their children suspended from school? Can a child be excluded from school privileges for refusing to buy

the newly-adopted books?"

The various duties enumerated in the act, or arising from necessary implication, devolve upon the officers of the law only, for none other than official duties are defined. The law, however, expects pupils to use the new books if they attend the common schools, but it does not fix any penalty if they attend the schools and do not use the new books. Therefore the question of punish-

ment is necessarily left to the decision of the school authorities,

The trustees have the power to prescribe by rules that the new books shall be used by all the pupils, and fix a reasonable punishment—such as suspension, or the like—if the rules are violated. This principle is established by the decision of our Supreme Court, in the State vs. Webber, 108 Ind., 31, decided in 1886, the opinion being written by Chief-justice Howk. The accepted doctrine is that the general power residing in school trustees to take charge of the educational affairs of a district, or prescribed territory of any kind, includes the power to make all reasonable rules and regulations for the discipline, government, and management of the schools within the district or territory. It is for the school trustees to decide what reasonable rules shall be prescribed for such purposes. Without such rules there is no way to compel the parents to purchase new books, or prevent the pupils from using the old ones.

"5. Will an unexpired contract between the county board of education and any other publishing company than those contracting with the State be binding upon the county represented by such board? Is a written contract, made or adopted by the county board of education, binding upon the corpora-

tions composing such school county?"

I do not know of any law which has authorized such a contract. If there is none, such a contract has no validity as against the new law. I presume you refer to the adoption of school books by the county board of education under Section 4436, R. S., 1881. Such an adoption is not a contract in a legal sense. The object of that law is to prevent the frequent changes of

school books.

"6. If the trustees ignore the law, and use the books heretofore adopted and now in use, how can they be compelled to order the use of the new ones? If trustees order the books, as required by law, and keep the same on sale as provided by law but fail or refuse to enforce the use of the same in the schools under their jurisdiction, how may such trustees be compelled, if at all, to enforce the use of such books in their schools?"

The remedy is the writ of mandate under Section 1168, R. S. 1881.

"7. What part of Section 4436, R. S. 1881, which prescribes the powers of county boards of education in the adoption of text books, is repealed by operation of this law? In other word, can county boards hereafter adopt text-books in grammar, history, physiology, or any other branches in which text-books have not been contracted for by the State Board of Education; and if so, are such adoptions bound by the limitations of six years, as heretofore?"

The section you cite is now operative to the extent that the county board of education can only adopt such school-books as are not covered by the contracts made under the new law by the State Board of Education. of the new law the county board of education can do no more than adopt school-books not included in the contracts mentioned. The contracts nullify all previous adoptions of school-books embraced within the terms of the contracts. In other words, such adoptions do not prevail against the contracts made under the new law.

"8. Can trustees, in ordering books for their townships, order a less number than will be required, in their judgment, to supply all of the pupils in their respective school corporations?"

No. The statute says that they shall certify "the number of school textbooks provided for in such contract required by the children for use in the

schools of their several school corporations. (See Section 7.)
In conclusion, I will say that the words "trustees" and "school trustees" wherever used in this opinion are intended to include township trustees and the school trustees of towns and cities. The territory under their control is the township, town and city, respectively. See in this connection Sections 4437, 4438, 4439, 4444, 4445, R. S. 1881. Respectfully submitted,

Louis T. Michener, Attorney-General.

### **OUESTIONS AND ANSWERS.**

### STATE BOARD QUESTIONS USED IN JUNE.

[These questions are based on Reading Circle work of 1887 8.]

WRITING AND SPELLING.—The penmanship shown in the manuscripts of the entire examination will be graded on a scale of 100, with reference to legibility (50), regularity of form (30), and neatness (20). The handwriting of each applicant will be considered in itself, rather than with reference to standard models.

The orthography of the entire examination will be graded on a scale of 100, and 1 will be deducted for each word incorrectly written.

Physiology.—Write upon "The Nervous System," in accordance with the following outlines:

- Organic structure.
- Cellular structure.
- Functions. 3.
- Peculiar divisions.
- Hygiene.

Science of Education .- 1. Why is it important to awaken in the pupil as early as practicable the idea of what he ought to become?

- 2. A boy is taught to saw a board square and to plane it smooth. What forms of mental and physical training does this involve?
- 3. Name some methods or practices in the school that weaken the pupil's power of concentration.
- 4. A teacher has formed the habit of repeating the answer, in whole or part, which pupils give to his questions. What is the effect of this?
- 5. Why does the highest interest arise from a judicious combination of the familiar and the new?

6. Should elementary drawing be taught in the public schools? Give reasons for your answer.

ARITHMETIC.—1. Find the greatest common divisor of 140,308 and 819 by division.

- 2. What processes are alike, and what are different, in addition and subtraction of fractions? Illustrate.
  - 3. Change 2,604,148 inches to miles.
- 4. What will it cost to excavate a cellar 35 feet long, 22 feet 6 in. wide, 5 feet 6 in. deep, at \$1.40 a cubic yard?
  - 5. Change 8 oz. 4 pwt. to the decimal of a pound.
- 6. What must be the face of a note which is to be discounted at a bank for 60 days and grace, at 8%, that the avails shall be \$845?
- 7. An agent sold goods for \$4,900; what sum should he remit to the owner, after deducting a commission of  $2\frac{1}{4}\%$ ?
- 8. Define insurance, and explain how to find the cost of a policy covering both property and premium.
- 9. What decimal will equal the sum of seven-tenths to the third power and nine-twentieths to the second power?
- 10. A carned \$31.00 as often as B carned \$24.80, and they together carn \$1,395.00 in a year; how much was each man's share?

GEOGRAPHY.—Name the principal river-systems of Africa, and state what region is drained by each.

- 2. What are some of the important effects of ocean currents?
- 3. What is the object of the moulding-board in teaching geography?
- 4. Give the width in degrees of the temperate zones, and state how this is determined.
  - 5. Near what parallel of latitude is New York? Mexico? Quito?
- 6. What river flows into the Bay of Bengal? Into the Arabian Sea? Into the Caspian Sea? Into the Black Sea?
  - 7. Name the countries of North America.
  - 8. Bound the State of Michigan.
- 9. Of what is the British Empire comprised? About what proportion of the land surface of the globe does it include?
  - 10. What are the elements that compose climate?

AMERICAN HISTORY.—I. Of what event is April 30, 1889, the centennial anniversary, and why ought it to interest Americans?

- 2. What were the Iroquois, and what were their influence upon our history?
- 3. What were the principles of Know-Nothingism, and how would they be regarded to-day?
  - 4. What was the Missouri Compromise? Who was its author?
- 5. With the history of what colony are the walloons and the patrooas connected, and how?

- 6. Give an account of Greene's compaign in the South during the Revolution.
- 7. Name five men who, according to your judgment, have been most prominent in our national history.
  - 8. Explain the workings of the electoral college.
- What do you regard as the five most important historical events within the last decade? (Answer any seven.)

GRAMMAR.—I. Write sentences containing: What as a relative pronoun; as a conjunction; as an adjective: and sentences containing but as an adverb; as a preposition; and as a conjunction.

2. Punctuate and capitalize the following:

The struggle opened with a Skirmish between a party of English troops and a detachment of Militia at Lexington and in a few days twenty thousand Colonists appeared before Boston the congress reassembled declared the states they represented the united colonies of america and undertook the work of government meanwhile ten thousand fresh Troops landed at boston.

3. Let us then be up and doing With a heart for any fate, Still achieving, still pursuing,

Learn to labor and to wait. Parse the words in italics.

121/2

- 4. Parse "Still," "achieving," "Learn to labor."
- 121/2 5 and 6. Analyze the stanza in the 3d. 25
- 7. State what time is indicated by each of the following tense forms: The past tense; the present perfect; future perfect.
- 8. How does a complex sentence differ from a compound sentence? Illustrate by examples. 12%

READING. THE CHAMBERED NAUTILUS.

This is the ship of pearl, which, poets feign, Sails the unshadowed main-The venturous bark that flings On the sweet summer wind its purpled wings In gulfs enchanted, where the Siren sings, And coral reefs lie bare,

Where the cold sea-maids rise to sun their streaming hair.

Its webs of living gauze no more unfurl;

Wrecked is the ship of pearl!

And every chambered cell,

Where its dim dreaming life was wont to dwell,

As the frail tenant shaped his growing shell,

Before thee lies revealed-

Its irised ceiling rent, its sunless crypt unsealed!

Year after year beheld the silent toil

That spread his lustrous coil;

Still, as the spiral grew,

He left the past year's dwelling for the new.

Stole with soft step its shining archway through,

Built up its idle door,

Stretched in his last-found home, and knew the old no more.

Thanks for the heavenly message brought by thee,

Child of the wandering sea,

Cast from her lap, forlorn!

From thy dead lips a clearer note is born

Than ever Triton blew from wreathed horn!

While on mine ear it rings,

Through the deep caves of thought I hear a voice that sings:

Build thee more stately mansions, O my soul,

As the swift seasons roll!

Leave thy low-vaulted past!

Let each new temple, nobler than the last,

Shut thee from heaven with a dome more vast,

Till thou at length art free,

Leaving thine outgrown shell by life's unresting sea!

Write ten questions on the above which will bring out the thought.

The candidate will read a selection, and will be marked thereon on a scale of 50

## ANSWERS TO PRECEDING QUESTIONS.

READING.—I. What is a Nautilus?

- 2. What is a Siren?
- 3. Who were the "cold sea-maids"?
- Explain the line—"Its irised ceiling rent, its sunless crypt unsealed."
- 5. Explain the first two lines of the third stanza.
- 6. How can the message of this nautilus be called "heavenly"?
- 7. Why is the sea called "the wandering sea"?
- 8. What was the message of the nautilus?
- 9. What is a Triton?
- 10. Explain the last two lines.

SCIENCE OF EDUCATION.—I. One always works better by having a definite object in view. It gives the pupil an ambition and a stimulus to better work.

2. It cultivates his idea of form, and his judgment; it trains his hands in the proper use of tools.

- 3. Dwelling too long on familiar subjects. Too much concert work. Not giving the pupils sufficient work to do, etc.
- 4. It is useless repetition, and weakens the power of concentration in the class. It weakens the confidence of the pupil in himself.
- 5. It gives the power to pass from the known to the unknown. It leads the mind into new channels and stimulates the desire for greater knowledge.
- 6. Yes: It cultivates the idea of form, the idea of beauty, besides giving much useful and practical information. It also gives considerable manual training.

ARITHMETIC.—2. All the reductions are the same; but in addition the numerators of the reduced fractions must be added, and in subtraction their difference must be taken. To illustrate, take  $\frac{2}{3}$  and  $\frac{3}{4}$ :

$$\frac{2}{3} = \frac{8}{12}$$
. The sum is  $\frac{8}{12} = 1\frac{5}{12}$ .  
 $\frac{3}{4} = \frac{9}{12}$ . The diff. is  $\frac{9}{12} = \frac{1}{12}$ .

- 3. One mile = 63360 inches; 2604148 + 63360 = 41.1008 mi. +
- 4.  $\frac{35}{2} \times \frac{45}{2} \times \frac{1}{2} \times 1.40 = $224.58\frac{1}{2}$ .
- 5. 4 pwt. + 20 = .2 oz. 8.2 oz. +  $12 = .68\frac{1}{3}$  fb.
- 6. The decimal corresponding to the interest of one dollar for 63 days at 8% is .014; the proceeds t .014 = .986. \$845 + .986 =\$856.998, the required face.
  - 7.  $2\frac{1}{2}$ % of \$4900 = \$122.50. \$4900 \$122.50 = \$4777.50.
  - 9.  $\frac{9}{20} = .45$ ,  $.45^2 = .2025$ , and  $.7^3 = .343$ . Their sum = .5455.
  - 10. \$31 + \$24.80 = \$55.80.

$$$1395 + $55.80 = 25.$$

A's share =  $$31 \times 25 = $775$ .

B's share = \$24.80  $\times$  25 = \$620.

GEOGRAPHY.—2. They moderate the climate; they prevent stagnation; they assist in navigation.

- 3. It gives a more realistic idea of the surface of the earth than a map does.
  - 4.  $90^{\circ} 2 \times 23\frac{1}{2}^{\circ} = 43^{\circ}$ .
- Of the British Isles, Canada, India, Australia, and many smaller colonies, islands, etc. It includes nearly one-sixth of the land surface of the globe.
  - 10. Temperature, moisture, prevailing winds.

HISTORY.—1. The Inauguration of the first President of the United States. Because it was the beginning of constitutional government in America.

2. They were a confederacy of five Indian tribes, living in central and western New York. They were the most powerful, intelligent, and enterprising of all the Indian tribes. In the revolutionary war they sided with the English, and inflicted great damage upon the Americans.

- 3. That Americans shall rule America; that 21 years' residence be required of foreigners to become citizens; hostility to the influence of the Pope; free and liberal education. Some of their principles would not be popular to-day.
- 4. A bill for the admission of Missouri into the Union. vided that slavery should be excluded from all states to be formed from the Louisiana purchase north of 36° 30'. It was moved by Senator Thomas of Illinois, and supported and carried through by Henry Clay of Kentucky.
- 5. The walloons were Dutch Protestants who settled in New York and New Jersey. The patroons were a class of proprietors under the provisions of the West India Company. They settled in what is now New York and New Jersey.
- 6. Green carried on an active, harassing campaign against the British-striking blow after blow, inflicting all the damage possible, he avoided a general engagement, and skillfully retreated before the superior numbers of the enemy. It was a campaign of victorious defeats and skillful retreats.
  - 7. Lincoln, Washington, Grant, Franklin, Adams.
- The two houses of Congress meet in the House and canvass the vote for President and Vice-President. If no one has received a majority of the votes cast for these offices, the Senate retires and elects a Vice-President. The House proceeds to ballot for a President, each state being entitled to one vote.
- 9. The admission of four new States; the development of electricity; the execution of the anarchists; the assassination of President Garfield; the Johnstown disaster; the discovery of natural gas in Ohio and Indiana.

- GRAMMAR.—I. (1) This is what I wanted.
  - (2) Not used as a conjunction.
  - (3) What money he had was lost.
  - (4) If they kill us, we shall but die.
  - (5) All but two were drowned.
  - (6) The wicked perish, but the righteous shall live forever.
- 3. Let is a regular transitive verb, imperative, present, second person, plural. Us is a personal pronoun, first person, plural, objective case, object of let. Be is an irregular intransitive verb, present infinitive, depends upon let. Doing may be parsed as a participial adjective, modifying us. With is a preposition, shows the relation between be and heart.
- 4. Still is an adverb, and modifies achieving and pursuing. Achieving is a participle used as an adjective, qualifying us understood. Learn is also present infinitive, active, depending upon let. To labor is present infinitive, depending upon learn.

5-6. This is a compound imperative sentence. The first member is—Let us then be up and doing with a heart for any fate. The second number is—Still achieving, still pursuing, (let us) learn to labor and to wait. The connective is omitted.

### DEPARTMENT OF QUERIES AND ANSWERS.

[This Department is conducted by J. C. Gregg, Superintendent of the Brazil Schools.

Direct matter for this department to him.]

#### OUERIES.

205. What was the Panama Mission"? A. B. ZOOK.

206. Take the bright shell from its home on the lea,
And wherever it goes it will sing of the sea;
So take the fond heart from its home and hearth,
'Twill sing of the loved to the ends of the earth.

Who is the author of this verse?

W. V. TROTH.

- 207. Why were the members of the American party called "Know-Nothings"?

  H. T. Dilger.
- 208. Describe a circle which shall pass through two given points and be tangent to a given line.

  C.
- 209. A spring in a square field is 40 rods from the southwest corner, 30 rods from the northeast corner, and 20 rods from the southeast corner; how many acres in the field?

  P. H. W. HAYNES.
- 210. If the President pro tempore of the Senate is acting as Vice-President, how many votes does he have in case of a tie? Is the Vice-President or President pro tempore obliged to give the casting vote?

  MARSHALL HILLIS.

#### ANSWERS.

194. There is no essential difference. The term brokerage is most generally used with reference to stock transactions, while commission is used in connection with mercantile transactions

THEO. J. FREED.

- 195. England, France, and Spain. Spain's territory was bounded on the north by Canada; on the east by the English colonies, Gulf of Mexico, and the Caribbean Sea; on the south by the Gulf of Mexico, Caribbean Sea, and Isthmus of Panama; on the west by the Pacific Ocean.

  F. L. HUSTON.
- 196. It is claimed by some authorities that the Dorians found an ancient Pelasgian shrine when they settled Olympia, and this led them to regard the Mount as the home of the gods. Later, the Spartans gaining ascendancy in Amphictyonic Council, decreed that that region should be the theatre of the Olympian games, and furthermore the rank

of Olympus itself among the surrounding scenery led the Greek mind naturally to associate it with the greatest deity. GRACE NICHOLS.

Because it was the home of Zeus, the father of the gods. JAS. F. HOOD.

197. There are evidently two cases to this problem. In one case the road occupies 1151.94 sq. rods, and in the other 1174 116 sq. rds. Prof. Robt. J. Aley, of Vincennes, sends a beautiful solution with the above results. Any one desiring his solution, address him with stamp.

NANNIE SMILEY.

KATIE RASP.

198. General Diaz is President of Mexico. 199. Jacob Robart.

200.

1890 bbls. @ \$7.85 = \$14836.50

300 bbls. (a) \$7.50 = \$2250 7.80 = 624044 66 400 7.65 = 3060

1500 bbls. costing - -\$11550

Leaving 300 bbls. to cost \$3286 50 390 bbls. @ \$8.50 would cost 3315

The difference, - -\$28.50 \$8.50 - \$8.00 = .50 $$28.50 \div .50 = 57 \text{ bbls. } @ $8.00$ 

390 - 57 = 333 bbls. @ \$8.50.

J. B. Adams.

"Canadian" cites as her authority for criticism on Mr. Tomlin's answer to 164 as Encyclopedia Britannica, Vol. I, page 400. Her authority is good. EDITOR.

CREDITS.

J. F. Nichter, 195-198; J. B. Adams, 200; Nannie Smiley, 198; Grace Nichols, 196; Theo. J. Freed, 194; F. L. Huston, 195; Prof. R. J. Aley, 197; Charles E. Cooper, 194-5-8; Katie Rasp, 199; Jas. F. Hood, 194-5-6-8-9.

### READING CIRCLE DEPARTMENT.

The Teachers' branch of this department will be conducted by D. M. Geeting, Deputy
State Supt., Indianapolis; and the Young People's branch will be edited by Joseph
Carhart, Prof. of English Literature, De Pauw University, Greencastle, Ind.

#### READING CIRCLE NOTES.

Compayrés Lectures on Pedagogy—a book of methods, will be the professional book in this year's course, and Steele's Popular Zcölogy that in general culture.

The Board feel that in science we shall find a field as full and fruitful as in literature, and the book above named will prove a valuable one in the work.

D. C. Heath & Co., Chicago, will furnish the first at \$1.25. A. S. Barnes & Co., Chicago, the other at \$1.00.

Outlines of each will be made and sent to county superintendents, from whom teachers may obtain them.

- 2. Questions on last year's work have been printed and sent out to county superintendents. Teachers not supplied with them may obtain them from the secretary.
- 3. The books should be ordered from the publishers through the county superintendents, and the prices named include cost of transportation; however, individual members may order from the publishers, enclosing price, and the books will be promptly sent prepaid.

#### YOUNG PEOPLE'S READING CIRCLE.

Within a few days each member will receive a beautifully engraved membership card, with his name inscribed, and a letter addressed to him personally, the first paragraph of which is given below. About ten thousand names have been received. If any teachers or superintendents have not yet reported their names to Mr. Geeting they should do so at once, so that cards may be sent to all who are entitled to them. For copies of the letter and card, and for all other information, call on your county superintendent, or write to D. M. Geeting, secretary, Indianapolis, or Joseph Carhart, president, Greencastle.

#### FIRST PARAGRAPH OF LETTER.

OUR YOUNG FRIEND:—Enclosed please find a card which says you are a member of the Young People's Reading Circle of Indiana. We hope you will be pleased with the card, and suggest that you preserve it. We will send you one each year, and when you have completed the reading of the several grades we will send you a more beautiful card, certifying to the work you have done. We are very proud of our members. A year ago there was no Young People's Reading Circle in Indiana; now about ten thousand boys and girls are enrolled as members. We estimate that about twenty-five thousand young people have read the books on our list."

#### LIST OF BOOKS FOR 1889-'90.

0.38
.20
.40
-45
-44
.40

Fourth Reader Grade: Stories of Our Country; D. Appleton &	
Co., Chicago	-44
Peasant and Prince: Ginn & Co., Chicago	.38
Hans Anderson's Fairy Tales, second series: Ginn & Co.,	•
Chicago	-44
Animal Memoirs, Part I; lvison, Blakeman & Co. Chicago.	.60
Gillman's The Colonization of America; Interstate Publish-	
ing Co., Chicago	.50
Gillman's The Making of the American Nation; Interstate	•
Pub. Co., Chicago	.64
Wings and Fins; D. Appleton & Co., Chicago	.44
Fifth Reader Grade: Magna Charta Stories; Interstate Pub.	• • •
Co., Chicago	.70
Whittier Leaflets; Houghton, Mifflin & Co., Boston	.22
Longfellow Leaflets: Houghton. Mifflin & Co., Boston	.22
American Authors for Young Folks; Interstate Publishing	
Co., Chicago	.70
High School Grade: Dunn's History of Indiana; Houghton,	•,, -
Mifflin & Co., Boston. Price	1 00
Shakespeare's Julius Cæsar (Hudson); Ginn & Co., Chicago.	.38
Ruskin's Art and Life Selections; J. B. Alden, New York	.12
Scott's Lady of the Lake; Ginn & Co., Chicago	.38
Hawthorne's Twice Told Tales; Houghton, Mifflin & Co.,	.50
Boston	.70
L-USW41	.,,

For all grades above the Third Reader we recommend *The Week's Current*, published at Chicago, by E. O. Vaile. This paper, as its name implies, gives every week the most important items of current news.

If you are unable to obtain any of the above books from your local dealer, address the publishers, enclosing the price, and the books will be sent to you by mail, prepaid.

The regular price of the *Week's Current* is \$1.00; to obtain it at the reduced price it will be necessary for you to write to Mr. Vaile, enclosing the 75 cts., and your certificate of membership, signed by your teacher.

#### MISCELLANY.

W. B. SINGLAIR conducts a summer normal of five weeks at Knox. Commenced July 22.

A. BLUNT and W. J. DAVIS are conducting a summer normal of six weeks at Albion. Commenced July 22.

THE STATE NORMAL at its late commencement sent out forty-four graduates—twenty-two men and twenty-two women.

HARRISON county normal, under charge of G. B. Haggett, S. W. Thomas, and C. W. Thomas, superintendent, is holding at Corydon. Commenced July 29.

THE CENTRAL NORMAL at Danville is in a very prosperous condition. Its enrollment for the year just closing was more than one thousand. Commencement August 1 and 2.

THE report of Clinton county schools is a neat pamphlet containing rules and regulations for all the schools, as well as a course of study for the same, and at the same time furnishes a directory of high-school graduates.

THE UNIVERSITY PRESS is a quarterly published by the Vincennes University. Its editorial management is under the direction of E. B. Bryan, assisted by some of the graduates of the University. It is mainly devoted to the interests of that institution.

MISS REBECCA S. RICE and MISS MARY E. BEEDY, both graduates of Antioch College and students under Horace Mann, are associate principals of a "Girls' Higher School," located at 479 and 481 Dearborn Avenue, Chicago. Their school is a most excellent one. For particulars address the principals.

#### COUNTY SUPERINTENDENTS' ASSOCIATION.

The County Superintendents of Indiana met in their annual convention June 25, eighty-four strong. This was the largest meeting ever held in the state. At the election the first of June almost half the superintendents were replaced by new men, and while some of the most effective workers lost their places the average of the new men compares very favorably with the old. Altogether the county superintendents are an intelligent company of men, and their interest was highly commendable.

Supt. James A. Marlow, of Sullivan county, was president, and presided well. In the absence of secretary Osborne, of Union county, W. M. Moss, of Greene county, was made secretary.

"School Visitations by the Superintendent," was the subject of a paper by Alex. Knisely, of Whitley. It brought out a lively discussion. "The Probable Effects of Exempting Teachers from Examination under the New Law," by W. H. Johnson, brought out a general expression of opinion, which was almost unanimous against the law. "Management of Township Institutes," by S. N. Cragun, was a profitable paper. H. D. Vories read a paper on "The Reading Circle," taking the ground that the amount of reading required of the teachers is too great. This was the general view. O. L. Sewell discussed in a profitable way "How to Promote the Progressive Graduation of Country Schools." The fact was developed that many of the counties are yet very imperfectly graded. The importance of such grading was conceded by all. One of the liveliest discussions of the session was

on a paper read by E. G. Machan, on "Should there be a Change in the Basis of apportionment of the State School Revenues." Mr. Machan took strongly the affirmative, and carried with him a large majority of the convention.

The report of the Committee on Institute Instructors' Association was read by its chairman, Cyrus W. Hodgin. It recommended that a regular course of study for the association be adopted, and suggested that a special committee be appointed to prepare the course of study by the next meeting of association, which was done. The closing paper was read by R. G. Boone, on "An Instructor's View of the Institute." This paper is printed in full elsewhere in this Journal.

The following officers were then named by the committee and approved by the association:—

President-John C. Lewellen, Delaware county.

First Vice-President-George F. Felts, Allen county.

Second Vice-President-W. H. Johnson, Knox county.

Secretary-John W. Cravens, Monroe county.

Treasurer-B. F. Thiebaud, Fayette county.

#### COUNTY INSTITUTES TO BE HELD.

July 29-Vermillion county, Clinton. Geo. W. Dealand.

- <sup>4</sup> 29—Jefferson county, Madison. W. M. Amsden.
- " 29-Jennings county, Vernon. S. W. Convoy.
- " 29—Lawrence, Bedford. F. B. Hitchcock.
- 29—Sullivan, Sullivan. James A Marlow.29—Washington, Salem. W. C. Snyder.
- August 5-Daviess, Washington. Peter R. Wadsworth.
  - " 5-Delaware, Muncie. John O. Lewellen.
  - " 5-Ohio, Rising Sun. Grant Deweese.
  - " 5- Ripley, Versailles. George C. Tyrrell.
  - " 5-Rush, Rushville. R. F. Conover.
  - " 5-Tipton, Tipton. John R. Bowlin.
  - " 12-Clark, Charlestown. James M. Boyer.
  - 12-Dubois, Jasper. George R. Wilson.
  - " 12-Fayette, Connersville. B. F. Thiebaud.
  - " 12-Gibson, Princeton. Thomas W. Cullen.
  - 44 12—Grant, Marion. Elwood O. Ellis.
  - <sup>44</sup> 12—Jackson, Brownstown. W. B. Black.
  - " 12-Knox, Vincennes. W. H. Johnson.
  - 44 12-Parke, Rockville. W. H. Elson.
  - " 12—Posey, Mt. Vernon. Oscar L. Sewell.
  - " 12—Switzerland, Vevay. Jas. A. Van Osdol.
  - 12—Decatur, Greensburg. Luther Braden.
     12—Putnam, Greencastle. Francis M. Lyon.

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August 19-Bartholomew, Columbus. Frank D. Harger.
       19-Cass, Logansport. Harry Searight.
   66
       19-Clay, Brazil. W. H. Chillson.
   "
       19-Crawford, Marengo. J. W. Goldman.
   66
       19-Floyd, New Albany. Charles W. Stolzer.
   66
       19-Henry, New Castle. F. A. Cotton.
   "
       19-Jay, Portland. J. E. Bishop.
   66
       19-Jasper, Rensselaer. John F. Warren.
   66
       19-Johnson, Franklin. H. D. Vories.
   "
       19-LaPorte, LaPorte. Oliver Galbreth.
   "
       19-Monroe, Bloomington. John W. Craven.
   "
       19-Morgan, Martinsville. James H. Henry.
   "
       19-Newton, Kentland. W. W. Pfrimmer.
   66
       19—Pike, Petersburg. M. B. Thomas.
   44
       19-Randolph, Winchester. J. W. Denny.
   "
       19-St. Joseph, South Bend. Calvin Moon.
   46
       19-Wabash, Wabash. L. O. Dale.
   "
       19-Wayne, Centerville. Benjamin F. Wissler.
   66
       19-Pulaski, Winamac. John H. Reddick.
   "
       19-Martin, Shoals. John T. Morris.
   "
       26-Boone, Lebanon. S. N. Cragun.
   "
       26-Blackford, Hartford City. J. A. Hindman.
   66
       26-Brown, Nashville. Charles W. Snyder.
   "
       26-Carroll, Delphi. Wm. A. Barnes.
   "
       26-Dearborn, Lawrenceburg. Samuel J. Huston.
   66
       26-Dekalb, Auburn. C. M. Merica.
   66
       26-Elkhart, Goshen. George W. Ellis.
       26-Franklin, Brookville. A. N. Crecraft.
   "
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       26-Fulton, Rochester. A. J. Dillon.
       26-Greene, Bloomfield. William M. Moss.
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       26-Harrison, Corydon. C. W. Thomas.
   "
       26-Howard, Kokomo. John W. Barnes.
   "
       26-Huntington, Huntington. Oliver Kline.
   66
       26-LaGrange, LaGrange. E. G. Machan.
   "
       26-Madison, Anderson. Willis S. Ellis.
   66
       26-Marion, Indianapolis. W. B. Flick.
   "
       26-Marshall, Plymouth. W. E. Bailey.
   "
       26-Miami, Peru. John F. Lawrence.
       26-Owen, Spencer. George W. Williams.
   66
       26-Perry, Cannelton. I. L. Whitehead.
   "
       26-Porter, Valparaiso. H. H. Loring.
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26-Scott, Scottsburg. W. L. Morrison.

26-Starke, Knox. W. B. Sinclair.

26-Shelby, Shelbyville. George J. Rose.

26-Spencer, Rockport. William H. Jackson.

August 26-Vanderburgh, Evansville. A. J. Angermeier.

- " 26-Union, Liberty. C. W. Osborne.
- " 26-Warrick, Boonville. Simon W. Taylor.
- " 26-Wells, Bluffton. William A. Luce.
  - 26-White, Monticello. John A. Rothrock.

September 2-Adams, Decatur. J. F. Snow.

- " 2-Hancock, Greenfield. Quitman Jackson.
- " 2-Hendricks, Danville. Thomas A. Gossett.
- " 2-Benton, Fowler. B. F. Johnson.
- " 2-Clinton, Frankfort. John W. Lydy.
- " 2-Fountain, Covington. Caleb C. Pavey.
- " 2-Kosciusko, Warsaw. C. J. McAlpine.
- " 2-Montgomery, Crawfordsville. John S. Zuck.
- " 2-Vigo, Terre Haute. C. F. Grosjean.
- " 9-Hamilton, Noblesville. Ellis A. Hutchens.
- " q-Orange, Paoli. George W. Fawcett.
- " 9-Tippecanoe, LaFayette. W. H. Caulkins.
- " 9-Warren, Williamsport. Fremont Goodwin.

November 9-Allen, Fort Wayne. George F. Felts.

- " II-Steuben, Angola. Robert V. Carlin.
- December 23-Whitley, Columbia City. Alexander Knisely.
  - " 30-Lake, Crown Point. Frank E. Cooper.
    - ....-Noble, Albion. J. L. Ohlwine.

#### PERSONAL.

- J. G. Scott is the new principal at Charlestown.
- A. T. Reid is principal of the Winamac schools.
- D. T. Powers has been elected principal at Southport.
- J. K. Walts continues at Marion, and at an increased salary.
- J. B. Evans will remain in charge at New Ross, at an increase of salary.
- A. J. Loughery has been retained as principal of the Edinburg high-school.
- W. N. Hailman goes to Chautauqua as one of the regular instructors this season.

Ambrose Blunt has renewed his contract as superintendent of the Ligonier schools.

- J. B. Munger has been unanimously re-elected principal at Monroeville for a third year.
- Prof. H. A. Ford, of Detroit, Mich., will be the principal instructor at the Decatur county institute.

- J. R. Starkey will begin his 14th year as superintendent of schools at Martinsville next September.
- H. H. Keep, who has been retained as superintendent at Waterloo, is conducting a summer normal at that place.

Maria Mitchell, the noted astronomer, and for many years Professor in Vassar College, died at Lynn, Mass., June 28.

Theodore Dwight Woolsley, the noted scholar, and for many years President of Yale College, died July 1, at the age of 88.

W. W. Parsons, of the State Normal, was elected President of the Normal Section of the National Association for next year.

Miss Eva May Tucker, one of Johnson county's progressive teachers, has been engaged to teach at Greenwood this coming year.

W. F. Barr, for two years principal at Eaton, goes to Milroy, where he receives an increased salary and enjoys an extended school term.

Jesse H. Brown, Supt. of Drawing in the Indianapolis schools, was elected President of the Art Section of the National Educational Association.

D. K. Goss, for two years past principal of the Frankfort high-school, has accepted the superintendency of the schools at Lebanon, at a salary of \$1200.

Henry Gunder, for several years in charge at North Manchester, has been elected to the chair of English and Pedagogy in Findlay College, at Findlay, Ohio.

A. J. Whiteleather, a graduate of the State Normal, and for the past five years superintendent of the Bourbon schools, has decided to attend college next year.

Some months ago, in making a notice of O. E. Arbuckle, the Journal stated that he was a graduate of Wabash College. It should have said *Hanover* College.

- W. B. Owen will enter upon his third year as superintendent of the Edinburg schools. He receives \$1500. This is the largest salary paid by a town of its size in the state.
- R. W. Stevenson, for the last 18 years superintendent of the schools at Columbus, Ohio, has been elected superintendent at Wichita, Kan. Wichita has made a good selection.
- H. P. Leavenworth, of Findlay, O., has been elected superintendent of the Mt. Vernon schools. The Journal extends Mr. Leavenworth a cordial welcome to the Hoosier State.

Virgil McKnight, for several years past connected with the Jeffersonville schools, has been elected superintendent of the Rockport schools. This is a fitting promotion. Byron McAlpine, after a service of five years at Pierceton, returns to Bourbon as its superintendent. Mr. McAlpine served seven years at Bourbon before going to Pierceton.

- W. H. Hershman, who for many years has been the very efficient superintendent of Newton county, has accepted the superintendency of the Delphi schools, at a salary of \$1100.
- E. O. Greene, for some time principal of the Memphis schools, is now a postal clerk in the New York & Chicago Railway P. O., middle division, and running between Cleveland, O., and Syracuse, N. Y.
- J. L. Rippetoe, for so many years superintendent at Connersville, but for the last year superintendent at Trenton, Mo., is liking his new home very much and has planned for another year, with new facilities.
- Geo. A. Powles has been unanimously re-elected superintendent at Argos, with an increase of salary. He also received the degree of Ph. B. from the Illinois Wesleyan University at a recent commencement.
- John L. Rose, a prominent Bartholomew county teacher with twenty years experience in the school-room, has become an insurance man and removed to Indianapolis. Cause why—more money—twice as much.
- R. W. Wood, who for several years past has been the efficient Supt. of the Jeffersonville schools, has removed his family to New Albany for the present. He has not yet determined what he will do the coming year.
- Albert L. Wyeth, assistant superintendent of the Terre Haute schools, has been elected principal of the Terre Haute high-school. Mr. Wyeth is a graduate of the State Normal, and is an excellent instructor.
- P. P. Stultz, for many years the successful superintendent at Mt. Vernon, Ind., will go to Jeffersonville the coming year. Under his administration the schools of Jeffersonville will continue to hold their high position.
- State Supt. H. M. La Follette, who was so sick during the session of the superintendents' convention that he was unable to attend the meetings, has again recovered and is in better physical condition than for some time past.
- S. S. Parr, late Principal of the DePauw Normal, left August 1 for his new home at St. Cloud, Minn., where he takes charge of the city schools. In the removal Indiana loses and Minnesota gains an able and a growing man.
- Prof. R. G. Boone, of the State University, is the author of a new book just published by D. Appleton & co., a notice of which may be

found on another page. Mr. Boone is to be congratulated, and so is the State of Indiana.

- W. W. Byers, connected with the Terre Haute high-school for 18 years, and for the last eight years its efficient principal, has lost his place—not because he did poor work—not because the superintendent recommended his removal—but because he did not vote right.
- J. C. Black, for several years past superintendent of the Logansport schools, has been elected superintendent at Michigan City. The Logansport schools are in excellent condition, and Michigan City may congratulate itself on securing another first-class superintendent.

John Hancock, well and favorably known to many Indiana teachers, some months ago was appointed by the Governor to fill an unexpired term in the office of State School Commissioner in Ohio. At a recent Republican convention he was nominated to be his own successor.

Prof. Joseph Carhart, of DePauw University, will not engage to do regular institute work this year, but will be glad to spend a single day in a great many different institutes. He will talk on the Teachers' Reading Circle, and the Young People's Reading Circle, and other topics, and give a lecture at night, and thus make himself generally useful. If county superintendents can use him for a day they should write to him.

- L. R. Williams, of Angola, who had held the office of city superintendent and county superintendent for many years, and the office of county treasurer for two terms, recently committed suicide. Mr. Williams was held in high esteem by all who knew him, and no sufficient reason is given for his rash act.
- S. E. Miller, who has served as superintendent of the Michigan City schools for *twenty-three* years, will take a year's vacation. This time of rest he will spend with his wife and son in Paris. He sailed from New York July 18. It is complimentary to Mr. Miller that he spent almost a quarter of a century in one town, and that he left his schools in excellent condition.

Miss Mary A. Brigham, the President-elect of Mt. Holyoke Seminary, was recently killed in a railroad accident near New Haven. She graduated at Mt. Holyoke in 1850, had been for the past 26 years associate principal and principal of Brooklyn Hights Seminary, was twice offered the presidency of Wellesley College, and easily stood in the front rank of women educators.

John M. Bloss, former Superintendent of Public Instruction in Ind., but for the past two years superintendent at Topeka, Kan., recently paid his Indiana friends a flying visit. He reports a very satisfactory year's work at Topeka, and he will remain there next year. Many years ago the good people of Beech Grove, Washington Co., near Mr.

Bloss's old home, held an old-fashioned Fourth of July celebration, and Mr. Bloss, having just graduated from college, was the orator. This year they held a similar celebration—the first since the one named above—and Mr. Bloss was again the orator. The occasion was a joyous one.

- C. A. Hargrave, who has been the efficient secretary of the Central Normal College at Danville, Ind., for so many years, by the marriage of Mrs. F. P. Adams, the president, succeeds her as the head of this institution. The promotion is in the natural order of things, and in this case seems one of eminent fitness, well earned by Mr. Hargrave's faithful and untiring services in behalf of Central Normal College.
- Mrs. F. P. Adams, for many years past President of the Central Normal at Danville, was married July 10, to Mr. James A. Joseph, of Fairfield. Mr. Joseph is a classical graduate of the Normal, and will in the future be its secretary and treasurer. There is no change in the ownership of the school. Mr. Joseph simply becomes a partner. The The Journal extends to Mr. and Mrs. Joseph hearty congratulations.
- W. H. Caulkins, editor of the Country School Department of the Journal, is the oldest county superintendent in the state. When the law creating the office of county superintendent went into effect Mr. Matthews was appointed for Tippecanoe county, but he resigned at the end of one year. Mr. Caulkins was appointed to fill his place and has served continuously since, and in all his re-elections has had but a single vote cast against him.

#### BOOK TABLE.

E. L. Kellogg has paid \$270 in prizes to boys and girls who would furnish him with original stories for *Treasure-Trove*. He is now publishing the same. These stories, Mr. Kellogg states, are of every pleasing variety, indicating great versatility of talent.

THE KINDERGARTEN IDEAS need no longer be a mystery to any one. The Kindergarten, Chicago, develops the theories in an interesting and practical manner. Its July issue contains a most excellent summary of Frœbel's principles. Chicago: \$2.00 per annum.

LEE & SHEPARD, Boston, have in preparation four Picturesque Geographical Readers. They are prepared by Chas. F. King, of Boston Grammar School. They can not only be used as geographies, but they can be read by a bright child often in a year as supplementary reading in school. They are amply illustrated.

THE Eastern Educational Bureau of Boston—W. A. Mowry, Pres., has published matter for supplementary reading in the form of large cards. The cards are colored, and illustrated, with a reading lesson

on one side, while the new words on the card are given on the back in both script and print. Color can also be taught from the card.

TEACHER'S MANUAL, No. XI: By Nicholas Murray Butler. E. L. Kellogg & Co., New York.

This is a pamphlet giving an argument for Manual Training. It also contains an appendix giving a course in manual training, with a few illustrations of primary work.

EARLY IN OCTOBER, the publication of a first-class weekly journa for young folks, to be called Santa Claus, will begin. The price will be \$2.00 per year, and will be published in New York, Philadelphia, Boston, Toronto, and London. Among its contributors are found Trowbridge, Burdette, Whitcomb Riley, Hezekiah Butterworth, and others of equal rank as writers.

DRAWING FOR METAL PLATE WORKERS: By Ellis A. Davidson. Cassell, Potter & Galpin, New York.

This book is designed to be used by the practical workman in the shop. A large part of the book is devoted to the development of surfaces. A chapter is given to perspective and one to free-hand drawing. Fully illustrated by plates. 16mo. 84 pp.

CHOICE SELECTIONS: By Charles Northend, A. M. New York:
D. Appleton & Co.

This book contains about 600 selections from more than two hundred different authors. The book is well-named "Choice Selections." The mechanical execution is most excellent. While the contents must appeal to the mind and heart, the paper, print, and binding are all that will delight the sight and touch.

WITH THE JULY ISSUE, the *Illinois School Journal* changes name and form. The new paper is entitled *The Public School*. It has absorbed the "Common School Council," of Chicago, and W. H. Gantz, editor of the latter paper, becomes George P. Brown's assistant in the new enterprise. This makes a strong team, and the result must be an excellent paper. Sample copies furnished free. Address, Public School Publishing Co., Bloomington, Ill.

EDUCATION IN THE UNITED STATES: By Prof. R. G. Boone, Ind. State University. New York and Chicago: D. Appleton & Co.

This volume is one of the International Education Series, edited by Dr. W. T. Harris. This is the first attempt by an American to give a history of our educational institutions. It gives an account of the Jresent doctrine and practice in education, and of their origin and development. It is not enough for a teacher to know what the present theories are; he must know how they became—what causes in educational experience brought them about. It is believed that this volume of about 400 pages will enable the body of the teachers to gain a knowl-

edge during their leisure hours of the fundamental factors of the educational movement in our country for two and a half conturies. This book should be read by every teacher of the United States, and should be in his library as a book of reference.

THE WEEK'S CURRENT, published by E. O. Vaile at Oak Park, Ill., is an excellent paper to have in a school. If the pupils can not have it the teacher will find it very helpful, especially if he does not have access to a daily paper. We regret to learn just as we go to press that the arrangements between Mr. Vaile and the Reading Circle Board, by which the paper could be secured at reduced rates, has been cancelled. So all must pay the regular price—\$1.00.

A READER IN BOTANY—PART I: By Jane H. Newell. Boston and Chicago: Ginn & Co.

The purpose of this beautiful little book is to awaken an interest in the study of the life and habits of plants. It does not profess to be a complete treatise, but it aims to arouse interest in the various phases of the subject "from the seed to the leaf." This is done in a very pleasing way.

SADLER'S COMMERCIAL ARITHMETIC (SCHOOL EDITION): Sadler & Will. W. H. Sadler, Baltimore, Md.

This book contains about 4000 problems. The leading feature seems to be the giving of a large number of readily solved problems under each new principle, with occasional review problems. The author has aimed to exclude matter not practical, and to be more exhaustive on matters of prime importance. It is made of heavy paper and is well and handsomely bound. Retail \$1.50; specimen to teachers 75 cts.

PRIMER OF SCIENTIFIC KKOWLEDGE: By M. Paul Bert. Philadelphia: J. B. Lippincott & Co.

This book is a translation from the French. Its great value as a text-book caused it to be officially assigned to the course for the second year in the French primary schools. It treats of several departments of science, as physiology, zoology, botany, and physics. A few changes have been made in translating in order to Americanize the book and adapt it to the requirements of American schools. A larger book by M. Bert is also published, which is a review and extension of this smaller work.

ONE HUNDRED CHOICE PIECES—Nos. 5-6: By Frank H. Fenno;.

A. M. Philadelphia: John E. Potter & Co. Price 25 cts.

Two new books have just been issued by Potter & Co., each containing 100 choice selections for use in reading and speaking. They have been edited with much care by Prof. Fenno, who has made elocution a life-study, and knows quite well the tastes and capacities of readers of different ages. Keeping in view the need of variety and

general usefulness, and recognizing what is best adapted for elocutionary purposes, he gives the public in these selections a judicious variety of prose and poetry, of humor, pathos, and tragedy. No. 4 of the same series contains fifty dialogues.

THE GOVERNMENT OF THE PEOPLE OF THE UNITED STATES: By
Francis N. Thrope. Philadelphia: Eldredge & Bro.

The character of this book is indicated in its title, but the scope and plan of treatment differ materially from those of other books on this general subject. The author takes popular government and tells why it began, how it began, how it grew, and what it has become in the first century of its existence in the United States. He also tells the story of political rights in England. The book contains several important state papers. The appendix contains much valuable information not easily accessible.

LA SOCIETE FRANCAISE AU DIX-SEPTIEME SIECLE: By T. A. Crane, A. M., Prof. of Romance Languages in Cornell University. New York and London: G. P. Putnam's Sons.

This is an account of French society in the seventeenth century, collected from contemporary writers and edited for the use of schools and colleges by Prof. Crane, of Cornell University. The chief object of the book is to acquaint the pupil with the great social influences that modified the manners and affected the literature of that day, at the same time that he is extending his knowledge of the French language. It is not intended to represent the literature of the period designated, but only of works relating to French society.

ELEMENTS OF PSYCHOLOGY: By Edwin C. Hewett. Cincinnati: Van Antwerp, Bragg & Co.

The author of the above named book is the President of the Illinois State Normal School, and ranks high as an educator in this country. He is well known to the teachers of Indiana through his work on Pedagogy, which was used as a text-book in the Reading Circle course a few years ago. The book is what its name indicates—*Elementary* Psychology. It endeavors to set before the reader, in simple and compact form, the leading facts of the human mind. It sets forth the leading points in the subject and paves the way for more extensive reading. It is emphatically a text-book, and is intended especially for young teachers. It is especially valuable because of its numerous, sharp, explicit, comprehensive definitions. We have seen no book better for young teachers.

HOMER'S ODYSSEY—BOOKS I.-IV.: By B Perrin. Boston: Ginn & Company.

The reaction in this country from the almost tyrannical sway of Science in high-schools and colleges in favor of the Classics is marked by the production of text-books of a high character, in which the

scholarship and labors of German editors and others are utilized with great advantage to our pupils.

This volume comes fairly under this head. The American editor has made judicious use of the Dierdorf text revised by Hentze, and supplemented both with his own work as developed under the practical workings of the school-room. It will prove valuable to the early student of Homer, and largely tend to create a desire to know that great author thoroughly.

# BUSINESS NOTICES.

SCHOOL BOARDS contemplating changes can learn the addresses of the best Western and Eastern teachers, willing to change places, by addressing Orville Brewer, manager of the Teachers' Co-operative Association, 170 State street, Chicago. We can assure all who write of confidential and honorable treatment.

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15	Superintendencies, with salaries between	3,000	and a	£3,000
32	Superintendences, with salaries between	1,200	"	2,000
85	Superintendencies, with salaries between	900		1,200
95	Principalships of Town Schools	600	to	900
230	Principalships, below	۰ 60		-
13	High School Principalships, above	1,500		
31	High School Principalships, salaries between	1,000	and	1,500
	High School Principalships	500	to	1,000
28	Ward, Grammar, and Primary Principalships	-		·
25	High School Assistants' Positions, between	600	and	1,000
48	High School Assistants' Positions, below	600		
60	Grammar, Intermediate, and Primary Positions, with sale	aries ra	nging	g from
	\$60 and upwards.			
	Same, with salaries below \$60.			
54	Positions for Specialists in Latin, Greek, French, Germ	an, Ma	athen	natics
	Literature, Science, etc			
	Teachers of Methods in Normals.			
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# INDIANA SCHOOL JOURNAL.

Vol. XXXIV.

SEPTEMBER, 1889.

No. 9-

# PLATO AND EDUCATION.

5

E. W. BOHANNON.

F an intelligent statement and comparative estimate of the Platonic theory of education is to be had, a general view of the relations to education, of philosophy in general and Plato's philosophy in particular, must be taken. A more particular notice must be given his philosophy of mind, and the civilization in which he moved and by which he was influenced must be taken into account. The general character which the educational thought of the world has at different times taken is due far more largely to the few great thinkers than to any other one cause. They have foreshadowed all advances and reforms. The theories of life which they have developed would have been incomplete without some reference to the means by which they thought their several theories could be realized. The resulting theories of education which they have proposed, being a part of their theories of life, have conformed and been subservient thereto. With each evolution of a new theory of life has come also, as a part of it, a new theory of education. In elaborating their philosophic systems and in considering their application to the actual world, men have found them faulty and have turned to the unformed youth, hoping there, by means of a specially prepared theory of education, to see their philosophies verified. There are three reasons why such a hope can not be fully realized. The child is debtor through a long line of generations to its ancestors for vicious as well as virtuous tendencies.

tors are unable in nearly all cases to determine the line of work or life profession which the child should pursue. The environment, social and natural, may be such as will preclude the free operation of such a system.

Coming now more directly to the Platonic theory, it should be remarked that this is the first attempt to put into a system all the knowledge concerning the educating process. The system which Plato developed was, however, but accessory to the central problem of his philosophy, "The State" To realize this ideal of government everything else is made subservient. The State counted for everything, the individual for nothing. called individual should lose himself in the individuality of the state. This view of life would lead to a system of education quite different from that which we maintain. a dreamer. To call him such may seem to be pronouncing condemnation upon his gifts to the race, but the dreams of a great intellect may be better worth our attention than the waking perceptions of ordinary men. The value of a theory is to be judged, not so much by what it says as by what it suggests; not by its capabilities of being realized in immediate practice, but by its presentation of an ideal toward which men may slowly work."

Plato looked upon society as but man "writ large," and as made up of three classes corresponding to the three "elements" of mind, the "appetitive," the "spirited," and the "philosophic." The social division corresponding to the "appetitive element" is the industrial or productive class, that corresponding to the "spirited element" the military, and that corresponding to the "philosophic element" the governing class. As the regulative or military class controls the mass, so the "spirited element" or will subdues the passions or "appetitive" tendencies. action of the military class is determined by the superior wisdom of the governing class, so the action of the will or "spirited element" is determined by the "philosophic element." The mob is the passion, the military the will, and the rulers the understanding of society. Of society only the last two classes needed education, of the mind all three should be trained. Upon considering the large proportion of the people falling into the industrial class it will appear that Plato did not take a very philanthropic view of education.

The "appetitive" is the lowest of the three psychical elements, and consists of the necessary and unnecessary. The unnecessary are divided into the regulative and unregulative. Necessary appetites are those whose obedience is positively helpful. Of the unnecessary, the regulative are those which can be controlled but which are superfluous or positively harmful. The unregulative are those which are beyond our control and always hurtful. They are wild. By this "appetitive element" is meant the physical passions. The degree and character of training of which they are capable is expressed by the word taming. By this tamirg of the "appetitive element" is meant its restraint in order that the higher elements may have a free growth. By its neglect the world's greatest criminals have been produced. Such training as the appetites need will make them proper incentives to higher growth.

The "spirited element" is that which may become courage, bravery, combativeness, or, if wrongly developed, envy, strife, contention, or mere brutality. Anger, either with one's self or another, is a phase of this element. When a man's rights are assailed, the feeling of resentment which is aroused, is a righteous one. Should he suffer for his own offenses, the feeling of resentment is toward himself and the right one, for it tends to self conquest, which is the greatest of virtues. Another phase of this "spirited element" is seen in the ambitious or competitive person. It fires the nature of every youth desiring greatness. but needs careful watching lest it "over-leaps itself." The feelings of anger or endurance may result in cold brutality when unguarded, submission to just suffering in abject passiveness, and ambition in mere contention and jealous rivalries. Throughout all the manifestations of this element self-assertion is seen to be the prominent characteristic. Too great prominence results in antagonistic egoism, too little in a weak and servile individuality, and a due amount in a well balanced and capable mind.

The third and highest element is the "philosophic," the power which directs the "spirited element" and enables the individual

to subdue the passions. It is the power which shall become the crowning point of all man's development and through the development of which man is to realize his perfectest self. The "philosophic element" is a necessary complement to the "spirited element." This latter element, if unrestrained, would lead to deadly antagonisms between all the powers. It would become merely a source of blind pugnacity. If man is to discharge the duties of society, some feeling other than mere egoism must nfluence his action. The altruistic feeling must check this narrower and more selfish egoistic spirit. In other words, the "philosophic element" must lend to the selfish action of the "spirited element" the unifying influence of altruism. germ of this "philosophic element" Plato finds in some of the lower animals. The dog has a much greater attachment for his master than for those whom he only occasionally sees, while he shows the greatest ferocity to strangers. Whether this dog-like attachment is a phase of the true "philosophic element" or not, it very nicely illustrates the original meaning of the term philosophy—a love of learning or wisdom. All have felt the love for increased knowledge which familiarity with it begets. Thus we come to the lowest and simplest phase of the "philosophic element." This feeling of love, of familiarity, of humanity, which long continued and larger associations engender, is but the germ of this noblest faculty of mind. We shall see how the germ developed in Plato's thought.

When we next meet with ne "philosophic element" it is still this softening, gentle part, but it is different in that the gentleness of which it is the source is the result of knowledge and culture, rather than of dog-like attachment. It finds satisfaction in something understood, rather than in something familiar. It is susceptible to the influences of the "Fine Arts." It is the emotional, moral, and æsthetic side of man's nature. If rightly trained it will give man a true appreciation of the beautiful and the good. If undue influence is given it, effeminacy or instability results. The third and highest phase of the "philosophic element" is the calculating, deliberating, reasoning power, by reason of which qualities it has the right to rule. "When it

becomes fully developed it is not love of wisdom but wisdom itself. Instead of being a mere complementary factor to the "spirited element" it has become its natural master, from whom issue the dogmas and principles, which in the well trained soul, 'appetite' cheerfully obeys and 'spirit' fearlessly carries out." Clearly then, the "philosophic element" is the thing of prime importance in all education. It is cultivated in the individual that it may rule, and in society that the rulers may be philosophers.

Let us note the characteristics of the three educational periods of life, first having noted Plato's idea of the end of education. Regarding the aim of education, two opposing views are and have been held. One is that the individual should have such training as will enable him to fall at once into the line of his special work. The other is that he should have such training as will lead to the unfolding of all his mental capacities. This latter is substantially the view of Plato. That this unfolding should come from a sort of mental gymnastics was not his idea. It could not be separated from the performance of man's duties as a citizen. Notice some of his references to the process: "The sum of education is right training in the nursery." "True education makes a man pursue the ideal perfection and teaches him how rightly to rule and to obey." "A good education is that which tends most to improve both the mind and body." 44 Mind or being grows and assimilates from its environment and the function of education is to supply the proper environment." "A military education is wanted and should be based upon virtue, but courage is the cardinal virtue. That courage is the strongest which is intelligent. Courage is moral as well as physical. It is inseparable from knowledge." "Both sexes should be educated from the beginning, even before their birth." These statements imply that a thoroughly unfolded and developed mind is the end of all training, but a study of the process and means by which it is proposed to secure this result, discloses the fact that aids are employed which result in the destruction of all the finer qualities of man's nature, and we are forced to the conclusion that the practical side of Platonic education ignores much of the true meaning of that term and leads to onesided development.

The period of training should extend throughout the whole life, though the actual period of education commenced with the seventh year and continued to the thirty-fifth. This period had three divisions, one extending from seven to twenty, another from twenty to thirty, and the last from thirty to thirty-five. Nothing is so important as a right start, for upon a good beginning depends the future development of the child. Natural capacity should be looked to. The early training must be such as will show the natural bent of the mind that it may be judiciously fostered. The child remained in the family until the sixth year, when, becoming the property of the state he was taken away that all domestic tendencies might lose themselves in the state's service. The greatest care should be exercised that the infant should receive the proper physical tendencies. The carefully arranged system of physical exercise for the mother and a judicious selection of pairs by the state would insure a healthful offspring. The exposure of weaklings destroyed the prompting feeling and need for charitable institutions, consequently we find no provisions for the training or care of defective persons. When a strong and healthful child was born it became the imperative duty of the state to provide the proper training without regard to the domestic relations. The supreme importance of the state destroyed individual freedom, and therefore the demand for private education.

From seven to ten the time should be devoted mainly to gymnastics, which should be continued throughout the entire life. Suitable myths and tales of the "gods" and national heroes should be constantly before the child that there might be instilled into his very nature the highest virtue, which is courage. Reading and writing are to be taught from the tenth to the thirteenth year, and from the thirteenth to the sixteenth music and poetry. The greatest importance was attached to music and poetry. The most careful selections should be made. This was all the more necessary because so much more was included in the term music than we put into it. It comprehended both vocal and instru-

mental music, recitation and all manner of speaking, dancing, and the like. In short, it was intended to develop that part of man's nature we now seek to train by the "Fine Arts," but with scarcely the same end in view. It was hoped to produce by the so-called musical training a spirited, enthusiastic warrior. There was no room for effeminacy or sentimentalism. The poetry should recite the glories of the "gods" and adventures of the heroes. It should contain nothing that would not encourage bravery and patriotism. Stories of home life and its pleasures could have no place in such a system. From the sixteenth to the twentieth year the time should be given to athletics as a preparation for war. A careful distinction is made between the well trained athlete as a warrior, and the professional athlete who lazily dozes away the hours of his unemployed time. He will make neither a good soldier nor a good citizen, for his body and mind are unfitted for the unremitting labor and suffering of the warrior life, or duties of citizenship.

From twenty to thirty, the individual having chosen his employment, devotes his time to science along with military training. His character receives formation from actually engaging in the duties of practical life. In this period of ten years comes the study of arithmetic, geometry, dynamics, and accoustics.

From thirty to thirty-five, the study of philosophy is pursued. This is the highest work of man's life, the cap-stone of all his education. It is a living, a life. A long course of training is needed to bring the philosophic mind. It is to be observed that the materials of philosophic study are not unlike the materials of ordinary knowledge. They differ only in the point of view from which they are contemplated. Philosophy looks at such materials in the light of highest and most general principles, thereby arriving, as it were, at hidden conclusions. The person of unphilosophic mind, Plato compares to people who all their lives have lived in caves and never saw the light, because their limbs and necks are chained to the walls. They can only see the shadows of statuettes carried before the mouth of the cave. They take the shadow for the real. The philosopher is the man who, by a mighty effort, has loosed his fetters, gone forth into

the light and seen the stars and the sun and all the glories of the upper world of light, has seen the realities. He sees things in their inter relations. He knows a thing in its entirety, and so knowing it, knows all things related to it. His knowledge is not confined to his present state of existence, for he knows his "whence" and "whither." He has the "Beatific vision of The Good," which is perfection in conduct, the principle of unity in all things, God who is the creator and father of the Universe, to know whom is the highest aim of all education.

BOONVILLE, IND.

#### BE WARNED IN TIME.

Professor Haven, of the Michigan University, who publishes occasional papers on the subject of health, in a recent article has the following on sleep:

"The law of life most frequently violated by students is the demand for timely and sufficient sleep. The mind uses up the machinery of the body when awake, in proportion to the rapidity and energy of its working, and the reservoir is filled up again in sleep. Henry Kirke White shortened his life, not with a dagger or opium, but with an alarm clock. He did not retire to rest when he should, and obeyed the summons of his villainous clock when he should have slept. He died in 1806, aged 21. Probably he might have been alive to day. "But I can sit up all night, says the youthful student, "even after a hearty supper, and feel no bad effects. I rally again in twenty-four hours." Of course you do. He would be a feeble youngster who could not endure dissipation for a time. This is the advantage of youth and a good constitution. If you must expose yourself in this way for a sufficiently worthy motive, do it like a man, and bear it. Over-punctilious men, who live according to the timepiece and balances, are not the highest type of men. everlasting fact remains that nature will enforce her laws. you deprive yourself of timely and sufficient sleep, prepare to pay the penalty when the day of reckoning comes. Come it will.

The stories about Wesley, Lord Brougham, Napoleon, and others, who slept only four or six hours in twenty four, have done much harm. They are generally not true, for these short sleepers almost invariably take many naps in the day time. If not, they are exceedingly regular in their other habits, and lose time in wakefulness in bed. It is wise to take sleep enough to keep the nervous system steady and strong.

Almost as injurious as late hours at night is the practice of rising too early in the morning. The best alarm clock is sunlight. The eyes should not be wearied by artificial light in the morning. If they must bear this exposure, let it be just previous to the repose of night."

# THE EQUATION IN TEACHING ARITHMETIC.

#### W. E. LUGENBEEL.

The writer's experience has shown him that many teachers and advanced pupils are unable to solve, in a satisfactory manner, problems involving equations in analysis of percentage and other departments of arithmetic, on account of ignorance of the fundamental principles of the equation. Even pupils, acquainted with algebraic processes, fail in arithmetical solutions requiring the same reasoning. They exclaim, "I can not solve the problem by arithmetic; it depends upon algebraic principles." This state of affairs is a sad commentary upon the inefficient work done in many of the common schools. Perhaps it is due to the fact that few text-books upon arithmetic venture upon this ground, and teachers, taking their cue from the text-book makers, have avoided it as though it were a quicksand.

The equation belongs to all departments of mathematics. It is as much an arithmetical process as an algebraic one, and the principles governing it should be as thoroughly taught to pupils in arithmetic as to those pursuing the Higher Mathematics. Special lessons upon this subject should be given and the pupils drilled in the processes of eliminating quantities from the different members of an equation. These lessons should be based upon common-sense principles, and all algebraic terms and pro-

cesses, such as Transposition, Elimination, etc., should be discarded. The following axioms are suggested:

- (1) Increasing one member of an equation by addition or multiplication requires the same operation upon the other member.
- (2) Decreasing one member of an equation by subtraction or division requires the same operation upon the other member.

These principles should be clearly illustrated by many examples, beginning with simple equations, such as, 5+7=12, or 14 = 8 + 6, and proceeding to the more complex forms, as, 5% + 50 = 3% + 100, 6% - 520 = 4% + 50, 34% + 36%

Keep constantly before the mind of the pupil the processes of decreasing or increasing the two members of an equation in the same degree. Take for example the equation 8+3=11: do not teach that the 3 may be transposed to the right hand member by changing the sign, but that 3 is taken from each member, and the result is really this: 8+3-3=11-3, which giv s 8=8. Again, take 28%+\$20=1.2%+\$80. Teach first that \$20 is taken from each member, and the result is 2.8%=1.2%+\$60; and then that 1.2% is taken from each member, which gives 1.6%=\$60.

The most difficult form to make clear to pupils is the one in which one or more of the quantities have the minus sign. In this case show by means of simple equation; as, 8-5=3; that removing a quantity having a minus sign before it from one member of an equation increases that member; and then by the first principle stated in this article the pupil will at once know that the other must be increased by the same amount. Perhaps it might be well to make a third principle of this fact, and state it as follows:

(3) Removing a quantity having a minus sign before it from one member of an equation increases that member, and hence requires the other member to be increased in the same degree.

By careful teaching this principle can be made clear to pupils of the lower grades as well as to those of more advanced standing. Success, however, will depend upon thorough drill. The most difficult case yet remains. It is that form which gives a minus quantity on both sides of the equation as in the following: 4% + \$60 = 6% + \$20, which, reduced, gives — 2% = -\$40. This difficulty may be avoided in all cases by changing position of the members, teaching the pupils to place the member having the largest leading quantity upon the left and the other member upon the right. But students of higher arithmetic may be profitably taught the nature of minus quantities, and even to reduce equations of the form given.

The importance of this subject can be fully realized only by teachers who receive pupils trained in the district and village schools. The lack of knowledge of the processes herein mentioned renders the progress of such pupils in gaining a thorough knowledge of arithmetic very difficult. Let the teachers of the common schools divest themselves of that prejudice against algebraic processes, which has already been productive of so much evil, and join in the work of teaching arithmetic in the manner that will train the pupil to think for himself and become the master, not the servant, of the subject.

# "TEACHING" QUESTIONS IN GEOGRAPHY.

[The following questions were submitted to the 8th year pupils in the Grammar Grades of the Cincinnati Public Schools, Hon. E. E. White, Supt. They might well serve as models for "teaching" questions and not "promotion" questions. See what your advanced pupils in Geography can do with them.

—Ed.]

- 1. Why is it warmer at noon than at 9 o'clock A. M?
- 2. Why is it warmer in Ohio in July than in January?
- 3. In what month is the sun nearest the zenith at noon in Cincinnati? Farthest from the zenith? (2) What is the difference in degrees between the highest and lowest altitude of the sun here at noon?
- 4. Is the sun at this time (Nov.) going from or approaching the zenith? When will there be a change? When the next change?

- 5. Why is the Torrid zone warmer than the Temperate zones? The Temperate zones than the Frigid zones?
- 6. If you lived at the Equator would the sun ever be directly over your head at noon? If so, when?
- 7. In how many and what months is the sun at the equator north of the zenith at noon? South of the zenith at noon? What is true of the movement of vertical rays of the sun in the Torrid zone?
- 8. Are the rays of the sun ever vertical at the Tropic of Cancer? If so, when? North of the Tropic of Cancer? At the Tropic of Capricorn?
- 9. If you lived at Quito (on the Equator), in what direction would your shadow fall at noon in July? In January?
- 10. In what month are the shadows of vertical objects at Cincinnati longest at noon? In what month shortest? Why?
- 11. When does the sun rise exactly in the East? (2) In what months does it rise north of East? South of East? (3) When does it rise farthest north of East at the Equator? How many degrees?
- 12. When the rays of the sun are vertical at the Tropic of Cancer which zone has no day? Which no night?
- 13. Which pole of the earth is now in continual darkness? Which will be next April? Why the change?
- 14. How many times in the year and when are the days and nights equal? (2) Is this true in all parts of the earth? (3) On what line are the rays of the sun vertical when the days and nights are equal?
- 15. In what month will the days at Cincinnati be the longest? The shortest? Will this also be true in all parts of the North Temperate zone?
- 16. Which has the longer day in summer, Cincinnati or New Orleans? Cincinnati or Chicago? Quito or Quebec?
- 17. Which has the longest days in July, the Torrid zone or the North Temperate zone? The North Temperate zone or the the North Frigid zone?
- 18. How many and what seasons has the Torrid zone? Are the seasons the same on both sides of the Equator at the same time? Why?

- 19. How many and what seasons have the Temperate zones? The Frigid zones? Why?
- 20. When it is summer in Ohio, what is the season of the year in Chili? Why?

# THE SCHOOL ROOM.

[This Department is conducted by G. F. Bass, Supervising Prin. Indianapolis schools.]

# SHORT NOTES.

T is now claimed by Capt. A. J. Lawson, of London, that Mount Everest is not the highest mountain on the globe, but that the highest is a peak on New Guiana, being 32,763 feet high. This is 3781 feet higher than Mt. Everest. This mountain has been named Mt. Hercules; it was discovered by Capt. Lawson in 1881.

THERE are nettles everywhere:

But smooth green grasses are more common still.

The blue of heaven is larger than the cloud.

—Elizabeth Barrett Browning.

School discipline is not for the teacher's sake, but for the pupils'. Every teacher should make his school feel this. Have the pupils feel that the rules are not the teacher's rules. He only discovered that they were necessary and announced them to the school. When pupils believe that they are necessary, a great point in discipline is gained.

TRUE worth is in being, not seeming; In doing each day that goes by Some little good, not in dreaming Of great things to do, by-and by.

Don't begin school this year by telling what "we are going to do this year." Have something ready to do on the *first* day, on the second day, on the third day, and on *every* day, that will lead to what "we are going to do this year." It is well for the teacher to have in mind what he expects to accomplish; but do

not make the plan known to the school. Have it grow and let them see it grow. Everybody likes to see things grow.

On the two-hundred-and-fiftieth anniversary of the foundation of Harvard, figures were presented that showed that the annual income of this university is substantially equal to that of England's greatest university, Oxford, which has existed for more than a thousand years. Every American should take a great pride in this.

BEGIN with the pupils where they are. Teachers frequently violate this principle by (1) assuming that the pupils know less than they do, or (2) assuming that they know more than they do. At the beginning it is very important that the teacher know the present condition of the pupils.

# CHEAP AND USEFUL.

Some enterprising teacher has invented a very cheap and useful device. It is not stated whether it is patented or not. It is a board one inch thick and twelve inches square. It is marked off by lines one inch apart each way, with holes punched at the intersections. This is all there is of the invention, but it is surprising to see the number of uses the ingenious teacher can make of it. The important thing is the teacher after all.

In the lowest primary grade the little folks with their shoepegs make many designs that are made in the higher grades by drawing. They can separate numbers into twos, threes, etc. They can use the other side of the board for modeling in clay. The pupil has impressed on him the length of an inch and of a foot.

In higher grades the square inch, square foot may be illustrated. Also cubic inch, cubic foot, and board foot. In finding the amount of lumber for a box, the work may be illustrated by putting several boards together. Many pupils fail to solve problems of this kind, because they do not see how a box looks. These boards will be serviceable in "plastering" and "papering" rooms; in finding the amount of lumber in a pair of stairs; in finding the number of shingles for the roof of a house, etc.

Teachers in the higher grades sometimes make mistakes by assuming that their pupils have concepts that they have not. Their instruction based on these assumptions is valueless.

### COMPOSITION.

THE following was written by a 7th grade pupil. It is an attempt to make geography real to the pupil.

How many in your geography class can name the country?

#### MY COUNTRY.

I live in a beautiful valley in the western part of the country. There is a river flowing past the vineyard, and on its banks are the ruins of what were beautiful castles.

This country in which I live is about as large as France, with a population of about fifty million or more. Our government is a limited monarchy, the head of which is an Emperor, who is king.

The wealth that God gave us is marvelous. If you should make a visit to my country you would find a productive soil, and great forests on the mountains, and should you go to different parts of the country you would find out that we had a plentiful supply of coal, iron, zinc, and other minerals. We are rather behind in manufacturing, but we get along very well.

The chief crops raised here are wheat, oats, potatoes, and a grain that the people of this country love. It is used in making bread for the people of the lower classes. I will try and describe it the best that I can. It is a dark and dirty looking piece of for d after it is baked, and it has a sour taste unlike that of any other bread.

The people are numerous and they come in the morning speaking their language in many funny dialects so that one could hardly understand them. These people are a sort of sober, hardworking people: they till the soil, work the mines, and do almost everything that one could do. The people in the northern part of the country are a little different and dress differently. The people in the southern states are slow but sure, and dress very funny.

This country that I am giving such a short history about is known and talked about all over the world. It has a great deal of inland trade and a great many miles of sea coast.

Not so very long back this country had trouble with its western neighbor, but by the aid of several smart and active men, it succeeded in capturing its prey, two states that lie in the southwestern part of the country.

My country contains two of the greatest seaports known, and the greatest wool markets in Europe. It also has two cities noted for their art galleries.

This is a large country that I have been talking about, and I hope you will like my story; but before I leave I would like to have some one of you tell me its name.

WILLIE HOWARD.

#### A GRAIN OF COFFEE.

- 1. Where may it have grown?
- 2. How many miles from here?
- 3. Is the country larger or smaller than the United States?
- 4. How does its climate compare with ours?
- 5. In what kind of soil does it grow?
- 6. In what kind of land, low or high?
- 7. Is it a cultivated plant?
- 8. What other countries besides the one you named, produce coffee?
- 9: What people are engaged in its production?
- 10. Name the different kinds of coffee you know.
- 11. Do you drink coffee? Which kind do you like best?
- 12. To which kind does the grain you brought to school belong?
- 13. How was this grain brought to this country? Describe the route.
- 14. Did it come in boxes or sacks?
- 15. About how many pounds in a sack?
- 16. What was the color of this grain, when the retail dealer received it?
- 17. What color is it now?
- 18. What changed the color? Who did it?

- 19. What else must be done before it is ready for use? Who does this?
- 20. Describe the rest of the process of "making coffee" to drink.
- 21. Why is coffee not raised in the United States?
- 22. Try rice, sugar, and salt, varying the questions to suit the topic.

#### ABOUT RAILROADS.

Peter Cooper built the first locomotive in the United States. Have pupils tell something else about Peter Cooper.

There are now more than one million people employed by railroad companies in the United States.

There are one hundred fifty thousand six hundred miles of railway in the United States. This is about half the mileage of the world. This has cost about nine billion dollars.

The longest mileage operated by a single system is the Atchison, Topeka & Santa Fe,—about 8000 miles.

The Canadian Pacific extends the farthest east and west. It runs from Quebec to the Pacific Ocean.

The longest railway bridge span in the United States is the Cantilever span in Poughkeepsie bridge,—548 feet.

The highest railroad bridge is the Kinzua viaduct, on the Erie Road, -305 feet high.

The longest tunnel is the Hoosac tunnel, on the Fitchburg Railway, four and three-fourths miles.

The highest railroad in the United States is the Denver & Rio Grande, at Marshall Pass,—10,852 feet.

The fastest time made from Jersey City to San Francisco is three days, seven hours, thirteen minutes, and sixteen seconds. This was a special theatrical train, in June 1886.

How many miles by rail from Jersey City to San Francisco? What was the rate per hour with the fast train referred to?

The fastest time on record is 92 miles in 93 minutes, on the Philadelphia & Reading Road, one mile being made in forty-six seconds.

# PRIMARY DEPARTMENT.

[ This Department is conducted by Howard Sandmon, Professor of Methods in the State Normal School.]

#### ARITHMETICAL PROBLEMS.

[Concluded from last month.]

N order to be obedient to the principle that the greatest development is to be obtained from the highest degree of activity, the child in preparing for the recitation is to solve the problems without the use of slate or paper.

These same points that have been indicated as the marks that should characterize the preparation of the pupil, indicate the points to which attention should be directed in the recitation. The solution of the problems, therefore, in the recitation, should be without reference to work upon black board or slate.

This is for the purpose of allowing the problem to afford to the child the highest degree of activity that it is capable of arousing, and that he is fitted to understand. It is not meant that he is to be called upon to perform an activity that is beyond his already acquired powers; but it is meant that he is to be afforded the opportunity to employ upon the problems, his power, to the highest appropriate degree. This will necessarily result to him in the highest degree of interest and of development.

For example, in the first problem he is, having only the book before him, to make the subtraction, as follows: (The names of the orders are omitted, for brevity.)

"
$$0 - 0 = 0$$
 $10 - 5 = 5$ 
 $14 - 6 = 8$ 
 $2 - 1 = 1$ 

The number of bushels remaining, is 1,850;" or, under the same conditions, to make the subtraction as follows:

"3500 bushels is the whole. If the known part were 1500 bushels, the remainder would be 2000 bushels; but the known part is 1500 bushels greater than 1500 bushels, therefore the remainder is 1850 bushels."

He should then be led to decide as to the relative ease of the two processes.

In like manner, with only the book before him, he should make the addition then involved, or the multiplication, (if the process of multiplication is the one employed.)

This process should be:-

"Twice naught is naught; twice five are ten; twice eight are sixteen, and one is seventeen; twice one are two, and one are three. The product is 3,700 bushel;" or the multiplication may be made as follows:

"If the multiplicand were 1000 bushels, the product would be 2000 bushels. If the multiplicand were 1500 bushels, the product would be 3000 bushels; but the multiplicand is 350 bushels more than 1500 bushels, hence the product is 700 bushels more than 3000 bushels, or 3700 bushels."

In this case, as before, the relative difficulty of the processes is to be decided upon by the child."

In like manner, the processes in the remaining problems are to be solved, with merely the book in hand, unaided by work on black-board or slate.

The work to this stage, as previously indicated, should not involve any work with the black board or slate.

When, however, the problems have been solved in the class, they may be assigned for the following day as slate-work, merely to accustom the child to forms of expressing arithmetical processes in writing.

To recapitulate: It will be seen, therefore, that the assignment for work and the order of work in the recitation, involve the following points:—

- 1. The problems are to be assigned to the class, in order to have the processes, the order of the processes, their comparative difficulty, and the actual solution of the problem wrought out entirely mentally.
- 2. These same points are to be discussed in the recitation, and decided without the use of slate or black-board.
- 3. These problems are then to be assigned for written work for the following day.

4. New problems, or examples are also to be assigned for preparation for the following day; but these new problems are to be worked out strictly mentally.

This is to be the order of assignment and recitation, through all stages of the work when practicable. (Close investigation and careful test, will demonstrate that it is practicable, in almost all cases.)

Work of this character, however, beginning with very simple problems, should have been employed through all the phases of the work preliminary to the use of the book.

If the idea of this kind of work has been, through the previous grades, clear to the teacher, and if it has been seen to be adapted to bring about the best development of the mind of the child, it could have been graded through all the earlier work so that by the time the child reaches work of the character indicated, it would prove to be of only that degree of difficulty fitted to call forth in fair degree his interest in the work, because of its fairly calling into activity his power of concentration and thought.

To suddenly subject a class of the fourth year grade to this character of work, would probably result in their failure to perform it. But to have gradually, through the previous years, introduced them to work involving all these potencies of attention, is to have insured successful work. Or if this has not been done, to now gradually introduce work of this nature would, if the teacher is clearly master of the problems in all their phases, and imbued with the great importance of the principle that the best development results from the highest degree of activity appropriate to the subject and to the child's strength, be to insure that the work on the part of the pupil will be well done.

The ability of the pupil in these grades to deal with the work of the character indicated, with profit and interest, is usually much underestimated by teachers.

Beauty itself is but the sensible image of the infinite.—Bancroft.

The true university of these days is a collection of books.—Carlyle.

# KINDERGARTEN PRINCIPLES IN PRIMARY WORK.

[This is a new Department, and is edited by W. N. HAILMAN, Supt. of the La Porte-Schools. He is also the author of several educational works.]

8. HOW CHILDREN GROW TO BE EARNEST AND CHEERFUL.

thing, when what they do serves some purpose which they can appreciate and make their own. Under these conditions what they do, be it ever so hard, gives them pleasure, satisfies some want of their own; they do cheerfully whatever the attainment of their purpose may demand. In the home, on the playground, at school, wherever child activity is observed, this holds true. Everywhere and always, earnestness and cheerfulness are secured only by keeping the activity of the child within the child's powers of achievement and scope of interest. There is positively no other way to secure them.

### 9. HOW TO MAKE THEM SYMPATHETIC AND HELPFUL.

Very much in the same way and at the same time. When we seek to adjust the child's surroundings in accordance with his powers and his scope of interest, we must needs sympathize with the child to a very high degree. And our sympathy for him, which he can not fail to feel, will awaken sympathy in him. He will soon learn to take a sympathetic interest even in our endeavors, and will seek to lift himself up to our plane for our sake. He feels and sees how in all we do we aim to help him, and this will plant in his heart the desire to help us.

But the kindergarten and the school can and should do more than this. They should systematically train the children in mutual helpfulness. In songs and games, in group-work, in the daily routine of work as well as in reviews and festivals, the teacher should invite and c eate opportunities for common endeavor, co-ordination of interest, division of labor, and other forms of social co operation which give body to sympathy and meaning to helpfulness. The coming new education finds its chief task in this field. Its accomplishment holds the solution the social problems of our day.

#### IO. THE FIRST GENERAL PRINCIPLE OF METHOD.

The first and chief principle of educational method is: ALL THAT IS DONE SHOULD ENLIST THE CHILD'S SELF-ACTIVITY. The child is self-active when he does what he wants to do. As a rule he wants to do what interests him; and he is interested in things that give him pleasure or pain. The former he wants to get, the latter he wants to avoid. He finds most pleasure in things that give him a sense of growing power.

The method of education will, therefore, offer the child opportunities to do things that lie within his power and that will give him the sense of growth; thus arousing a pleasurable feeling which stimulates interest, and excites a desire to keep on in whatever activity may be involved, or to engage in new activities connected with this interest. The constant aim of the method is determined from his own inner weakness. This is accomplished chiefly by adapting his tasks to his powers of achievement, by freeing him in his efforts to do from excessive outer difficulty, excessive outer restraint. Thus the child will gradually learn to trust in his powers, to consider himself invincible, and to overcome difficulties by his own persistence and by his own devices.

#### II. ADJUSTMENT OF SURROUNDINGS

The means of the school in this work are found almost wholly in the adjustment of surroundings. These should be such that the child finds at every hand opportunities to do his best successfully. If the tasks he finds to do are beyond his powers, he fails of development. If he is permitted to fail again and again, he becomes discouraged. If he is helped excessively, he loses self-reliance and—very often—honesty.

Fræbel's gifts and occupations represent efforts to adjust surroundings in the right way. The blocks and papers, the tablets and sticks come to the child in shapes which he can easily handle and understand, which he can readily put together and separate, —inventing and designing, building and constructing with the ease and freedom of mastership. The boldest plans can be carried out, because of the readiness with which the material adapts itself to the child's wishes. At the same time, as the child's

powers grow, the material placed at his disposal becomes more -complex and more refractory, and the child's plans grow correspondingly.

The beads and blocks, splints and strips, suggested in my "Primary Methods" as helps in arithmetical problems, are constructed and presented with a view of liberating the child's thought with reference to number as speedily as possible; to enable him with the least possible delay to think in this direction clearly and without the help, or rather hindrance of things. Throughout, the aim is to remove needless outer difficulties for the sake of developing inner power. Then, in the measure in which inner power grows will the child be more and more able to overcome outer difficulties without our help.

#### 12. SYMPTOMS OF SUCCESSFUL SELF ACTIVITY.

The tests of successful self-active effort in its reaction on the children are joy and order. Self activity in the direction of growth is necessarily attended with joy, an intensely pleasurable sensation which rewards and sustains earnest effort. At the same time, the children give, each in his place, their entire attention to the work in hand, and are, therefore, necessarily in order, intentionally disturbing no one nor readily disturbed by any one.

## 13. SECOND GENERAL PRINCIPLE OF METHOD.

All that is done should appeal to the whole child. It should appeal equally and simultaneously to knowing, feeling, willing, and doing. It should develop good taste, good impulse, good will, and the good deed. It should embrace every phase of mental action and reaction, the entire psychic process, from sensation through thought to conduct. It is not enough to know a thing, we should also know how to use it. All the knowledge we get should serve a purpose, should be sought for a purpose, should be held ready for whatever purpose it can serve. We should hold it not in a miserly fashion as our own, but generously ready to help all the world.

From the very start, therefore, the school should aim to form in the child the habit of doing with new knowledge whatever can be done. Every new acquisition should come as a new help in some form of doing; every new insight should deepen or widen life, directly as well as indirectly. Every getting should be followed by much giving; so that the child may ar quire the habit of getting for the sake of giving.

# COUNTRY SCHOOL DEPARTMENT.

[Conducted by W. H. CAULKINS, Supt. Tippecanoe County.]

#### ARITHMETIC.

N the teaching of any subject, these factors must be considered: the logical nature of the subject, the nature of the pupil, the conditions and purposes of the instruction. In the department we have to deal with the last factor alone. The conditions of a country school vary much from those of a city an produce a corresponding variation in the result.

In a country school the classes are small and much more of portunity occurs for individual teaching. The teacher can give personal attention to each pupil's work and can see just when his deficiencies are. It follows that in the method employed much actual "ciphering" should be done, each pupil solving large number of problems. The work should be inspected to the teacher and every fault pointed out and remedied. Man supplementary problems should be used. Much drill is necessary in forming neat and analytical solutions and the work should be arranged systematically. For example, take No. 14, p. 192 of our new arithmetic, the work should appear much as follows

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1% of 600 bu. = 6 bu.

12½% of 600 bu.=12½×6 bu.= 75 bu.

12½% = ½%

37½% of 600 bu.=37½×6 bu.=225 bu.

He sold 300 bu. \frac{1}{8} + \frac{3}{8} = \frac{9}{8} \cdot \frac{9}{8} - \frac{4}{8} = \frac{1}{2}

He had left 600 bu. = 300 bu. = 300 bu. = 300 bu.
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The smallness of the classes will give the teacher ample tim to secure such a methodical arrangement of work in the dail, lessons.

The short time in the country necessitates such a careful and

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#### FOR THE BEGINNER.

FIRST OF ALL, know exactly what you are going to do. Forewarned is fore-arn.ed, and if you have your plans all laid you will be much more apt to create a good impression than if you go to the building with no definite course of action laid out. A master of any subject always commands respect, and the secret of success is in always knowing just what to do.

What is there to be done? You must of course get acquainted with the children. You must organize the school. You must start every class where it must begin. The best way to get acquainted is to be at the school house early, and as each child comes greet him pleasantly, look over his books and see just how far he has gone, assign him a temporary seat, and thus everything will be in line to move when 9 o'clock comes.

Of course you have your plan of work for the year prepared, and know just how much you can assign for a lesson safely the first day. If the children sing, start out at once with the usual opening exercises. It is unnecessary to go among the pupils taking names, you will be able to do this better at some other time. By all means give each class a definite work to do that they can do. It is better to begin your lessons with the primary classes, as you can thus have them employed while hearing the advanced grades.

By careful watching discover if you have made any incompatible seating, and remedy it before the day is over. Study closely the way each pupil works (or plays), and notice his disposition in general. You ought by night to have a pretty good idea of what lies before you in the way of government. The little acts of the children tell much to the keen eye. Don't hurry things the first day. Take everything cool and as a matter of course. When you see your undertaking fully you will have to exercise your own good judgment as to how to overcome anything undesirable. Recollect offenders do not have to be annihilated on the spot. Study the operations of nature, whose laws act with inevitable certainty however slowly they do so. Find out why anything goes wrong, then you ought to be able to correct it. Recollect too that bad habits can not be broken off in a day.

In your program and your school organization condense the work as much as possible. More than five classes in reading, or three in arithmetic, or two in geography are unnecessary. Combine spelling and reading, or language and reading. Do not give the upper pupils the lion's share of the time. Make primary lessons short and frequent. If the school is quite large, arrange a great deal of the work so it can be done in writing. By this means a hundred pupils can recite in fifteen minutes.

Above all recollect that he who secures true success must work for it. The teacher's work is not from nine till four, but from seven till ten. And let your daily prayer be for common sense.

# DEPARTMENT OF PEDAGOGY

|This Department is conducted by ARNOLD TOMPKINS, Dean of the De Pauw Normal School. |

9

# SCHOOL ORGANIZATION.

N the preceding number of the Journal, the educational process was outlined. The school is an organization by which that process is carried on. Viewed as carrying on the educative process, the school itself becomes a process - "a series returning upon itself."

The school exists first in *idea*, and then in *fact*. The school in idea has three elements: (1) the Purpose to satisfy a need; (2) the idea that Instruction would meet the need; (3) the idea that Organization and Management of the school condition instruction. Each of these elements in the idea school conditions the succeeding in the order named.

The School in fact reverses the above—each conditioning the succeeding in a reverse order. The idea, in taking its concrete form, exists first as School Organization and Management; second, as Instruction; third, as a realized Purpose. The first in idea is the last in reality; and the last in idea is the first in reality,—the idea originating the series returning upon itself in its realization. Hence the outline: (1) Purpose, (2) Instruction,

(3) Organization and Management—(4) Organization and Management, (5) Instruction, (6) Purpose. The first three exist in idea, and become reversed in the order of their realization. So with any organism: it is a series returning upon itself.

The idea, Purpose, is the moving principle in the organism. Purpose necessitates the second and third elements in the idea; and then concretes and uses them as means of realizing itself. In this it appears that the beginning is the end of an organism.

Thus the school presents three phases for discussion, each twofold—ideal and real. Logical discussion requires the order of Purpose, Instruction, and Organization and Management; but viewed in the order of realizing the end sought, these must be discussed in a reverse order—a chronological order. In theory, the first order is required; but in practice, the second order is necessitated. In the concrete process of teaching, the teacher begins with Organization and Management as the condition for instruction, and gives Instruction as a means of realizing the End or Purpose. The problem that most immediately concerns the teacher, and which before the opening of next school term must receive a great deal of attention preparatory to the beginning of school work, is that of School Organization.

The law of School Organization is ascertained when we have perceived that it conditions Instruction. To organize a school is to adjust its parts so that the conditions of instruction will be secured. In the process of Instruction, teacher and pupil join in the same act. The teicher thinks a thought, and stimulates the pupil to think the same thought. The act is common; and the minds are one—a unity of minds. The two minds thus joined form an organism of minds, because the individual minds co-operate to one end—that of instructing the one taught. child becomes one of the agents in educating itself. tion is the condition of this organic unity of the two minds. Management maintains the organization in the process of Instruction. Organization has reference to the school as fixed in its adjustment of parts; Management, as continually readjusting its parts in the process of Instruction. These are only different phases of the same concrete object—the fixed and the moving:= = · . · . · · 1.2.21 The second second =-<del>----</del>---·---\_\_\_\_ :- <u>-</u> - 2 II. ·= --- ···. The second second THE THE STATE OF T THE RESERVE THE THE PERSON NAMED IN COLUMN 1 school is not always thought to be classified if a pupil has not the even number of studies with his class, or if he should recite a subject with another class. Perfect classification may requiresuch seeming want of classification.

While Classification requires class unity at a given moment in the act of teaching, Gradation requires unity of thought in each individual of the class in successive moments; i. e., throughthe course of instruction. A school is truly graded when each pupil follows the continuity of ideas determined by the natural growth of his mind. A graded school is a school moving overa graded system of ideas. The first step in the work of gradation is to arrange the elements of a subject into a naturally developing series in the mind of the pupil. Certain ideas of theearth are adapted to the child in the first year of his course, and, because of the acquired ideas in the first year and increased ability, others are adapted to him in the second year; and so on toclose of his high-school course. Such an arrangement of ideas in all the subjects—an arrangement from the small center at the beginning of the school course out to the circumference at the close of the course—constitutes a Course of Study. The development of a course of study is, therefore, the first step in grading a school.

Gradation is often confused with Uniformity—the confusion of the external with the internal. When the schools of a township, county, or state are said to be graded, it is usually meant that they are uniform. That two schools in the same county should have the same classification, books, etc., is not essential to gradation. In fact, such uniformity may defeat gradation. Uniformity will perhaps result from gradation; but no educational reason can be given for the external uniformity of two schools, or for the corresponding successive classes of different years in the same school. The class, because the individual is to combine in the teaching act, must be uniform as to text, time and manner of preparation of lessons, etc.; but that another teacher should at the same time be moving a class over the same subject is not required by the law of organization; and may be prevented by that law. Economical reasons may require uni-

formity of text in a state, but educational reasons do not require-A system of graded schools in which classes are promoted. and combined into one, requires uniformity in time and in the matter gone over. Uniformity is a merit, but it must not interfere with gradation. The manifestation must not be mistaken. for the spirit manifested. "The letter killeth but the spirit maketh alive." Nothing, to-day, aside from poor instruction somuch oppresses the free life out of the school as the iron frame of uniformity. Many city schools, and those praised for their perfect gradation, oppress the growth of students by unnatural conformation to external requirements. The criticism on thegraded school system in the point of its forcing pupils to the samelevel, is a just accusation against uniformity, but does not touch true gradation. We need the caution: Never permit uniformity to interfere with the free unfolding of the individual; i. e., only in so far as consistent with class instruction.

# METHOD IN HISTORY.—II.

The discussion, in the preceding number of this series, shows that the growth of institutional ideas is the Central Truth—the Organizing Idea of History. This is the subject's center of gravity. Around this idea are grouped all the events of History and into connection with it are to be thought all the facts of the subject. The growth of institutional ideas, like the organizing idea of any subject, has three functions in the teaching process:

1. It is the interpreting idea of History;
2. It furnishes the standard for testing the relative value of events;
3. It gives the basis for the division of the subject into its organic parts. In History the process of interpretation consists largely in discovering a general idea in individual events—finding the universal in the particular. Growth of institutional ideas is the most general thought in History and is found in particular events by viewing each as a result and a cause of some movement in the minds of the people.

The external act called an event is interpreted when we have found in it the idea giving rise to it and the movement in the idea which its occurrence causes. The founding of Jamestown

is to be viewed as indicating England's desire to spread her institutions, and its success as greatly stimulating this ambition. The New England Puritans made the congregation supreme in church government. This fact is rightly interpreted when it is seen as the outgrowth of the Puritans' strong leaning toward local self-government, and, also, when it is seen as greatly intensify-The formation of Non-importation societies by ing this idea. the colonial merchants was an act of union. We usually say that the Stamp Act was the cause of these organizations. is true, but such a view leaves us still among external acts. make the interpretation required by our organizing idea, we must drop below the surface and watch the effect of the Stamp Act on the thoughts and feelings of the people, and thus find in this spiritual union the true cause of these societies. Again, to -complete the process of interpretation, these Non-importation organizations must be traced back into that current of public sentiment out of which they were born. Here their influence must be marked and measured as it issues in a more perfect amison.

The growth of institutional ideas is not only the interpreting thought of History, but it also furnishes the standard by which the relative value of events is measured. The infinite number of events marking the evolution of a nation makes a definite measure of their importance one of the first essentials to efficiency in teaching this subject. That event, series, or period is most important which throws most light on the growth of ideas. Tried by this standard many events have no legitimate place in the subject-matter of History, and many others will hold less conspicuous places than have been commonly assigned them, while those facts that touch most intimately and most vitally the growth of public sentiment will take first rank. This answers the question as to the relative amount of time and study the pupils should give to any part of the subject. The teacher can not depend. entirely, on the average text-book for the solution of this question. A popular U. S. History gives over one hundred lines to John Smith's visit to Powhatan and Pocahontas, and only fifteen to the origin of representative government in Virginia. The

same author devotes about two hundred lines to King Philip's War, and only eight lines to the Body of Liberties, the Magna Charta of New England. This same thing is found when we compare certain texts as to the amount of space given to our history before and after the Revolution. To what extent does this event, series, or period reveal the movement in the people's thought? How much did it contribute to this movement? These questions must be put to each fact in the subject.

A third function of this organizing idea is to furnish the most fundamental basis for separating History into its parts. There is a sense in which this subject has no parts, for growth is continuous. Although it is really unbroken, yet growth in thought varies. The discovery of these differences gives the parts of the subject. Any division not based on phases of institutional growth is not fundamental and may be arbitrary. The familiar divisions of Discovery, Settlements, Inter-colonial Wars, Revolution, and Administrations, is not arbitrary, for it is based on differences in events, yet it is somewhat superficial. If we drop below the surface play of events to the growth of ideas, we shall find the following organic parts: 1. The growth of English ideas into Local Colonial institutions; 2. The growth of local institutions into the Form of a Nation; 3. The development of the Spirit of Nationality. These parts are not invented, but discoveredthey inhere in the nature of the subject. The method of growth which characterizes any period is the fundamental idea—the principle of growth for that period. It is the unfolding of this principle of growth that gives rise to the particular events of the period. Now, the principle of growth for any period is its organizing idea—the idea in the light of which each event is to be interpreted- the idea which furnishes the test of the relative value of events—the idea whose phases forms the basis for the division of the period into its parts. W. H. M.

THE TEXAS SCHOOL JOURNAL, published at Austin, is one of the good educational papers of this country. J. E. Rodgers is the new editor, and he speaks in no uncertain language as to his purposes.

### EDITORIAL.

JOURNALS WANTED.—Any one who can furnish the February Journal for 1884, and the December Journal for 1887, will confer a great favor by sending the same to this office. Such persons will have their subscriptions extended one month.

ORDERS for change of address of the Journal should reach this office not later than the 25th of the month, as the mailing list is made up at that time. Orders for change later than this always makes necessary double mailing. Don't forget to give the old address as well as the NDCW.

TRADE SCHOOLS.—There is a school in New York City in which young men are taught Bricklaying, Plastering, Plumbing, Carpentry, House and Sign Painting, Stone-cutting, Blacksmithing, etc. This is carrying the practical into new fields.

INFORMATION WANTED.—At the last meeting of the State Teachers' Association it was decided to divide the time of the next meeting between the General Association and the Sections. Heretofore the High-School and Primary Sections have met in advance and have been crowded for time. The common thought is to give to the General Association the forenoons and evenings, and the afternoons to the Sections. The Secretary's report of the latter part of the meeting of the Association did not reach here in time for insertion in the February issue, and in supplying the deficiency from the reports in the daily papers the editor failed to note just how this change is to be made—whether by the Executive Committee or by a special committee. Will some one remembering the facts please give the desired information.

#### A BEAUTIFUL KEEPSAKE.

Every teacher has heard of "The Teacher's Dream," that unique, true and touching poem, by W. H. Venable, of which Longfellow said: "It has a great deal of comfort for many people"; and to the author of which the poet Holmes wrote: "The teachers should thank you for making their tasks lighter, and the pupils for lifting the curtain of a bright possible future for them." "The Teacher's Dream" has won its way, having gone the rounds of the American press, gained recognition in England, and been translated into German. Several years ago the poem was issued in costly form, as an illustrated gift book, selling at \$2.00 a copy. The edition is now out of print. But an entirely new and exceedingly beautiful booklet has just been published,

«containing not only "The Teacher's Dream," but four other poems, "The School Girl," "Wherefore Fret," "The Salutation," and "The Old School-House," popular favorites, by the same author, amply illustrated by the best artists, and elegantly printed. The collection bears the general title, "Songs of School Days," and comprises 30 pages, with fourteen pictures designed and engraved at a cost of over \$1000. Address the author, at Station C, Cincinnati.

#### TEACHERS' INSTITUTES.

By reference to the August number of the Journal it will be seen that seventy-four out of the ninety-two counties held their institutes in the month of August. It will be seen that in the first two weeks of September most of the remaining counties will hold their institutes. By reference to a list of those institutes printed by the State Superintendent, in which he names the instructors, it will be seen that it is .the rule for county superintendents to employ two instructors. Some employ one and then provide for the remaining work with "home talent"; others employ three or more from "abroad."

The Journal is pleased to note the improved character of the work done in most of these institutes. These institute instructors are as a rule among the most successful teachers of the state, and they have made careful and extended preparation. The chief—the only objection to "home talent," as a rule, is: (1) They are well known to all the teachers and it is difficult for them to present matter that is new to most of their hearers; and (2) They seldom make thorough preparation, and too often begin their exercises with an apology. Formerly the great bulk of the institute work consisted in academic instruction—teaching subject-matter. At present the bulk of the work is professional. It consists in giving the teachers better ideas in regard to the principles and methods of teaching.

While the Journal notes this change and heartily approves it, it wishes to express a word of warning lest the idea be carried to an extreme. It must not be forgotten that a very large number of the teachers are comparatively young and inexperienced, and need not only the principle and the method, but also the exact how, and what, and plan, and device.

Even persons who have carefully studied theories and principles can be greatly aided, especially in the beginning of their work, by being told and shown how.

The large number of institutes being bunched together makes it impossible for the Journal to print even a short report of them without crowding out other matter that is of much more general interest and value. So that if seports sent in do not appear the reason will be understood.

### COMMISSIONER OF EDUCATION.



DR. WM. T. HARRIS, whose picture we give above, is the newly appointed Commissioner of Education. President Harrison in this appointment has respected the almost universal wish of the educators of the country and has honored the profession of teaching. Mr. Harris easily stands in the front among leading educational men, and it is gratifying to know that he was appointed entirely on his ability as an educator, and not on the ground of political service, as he never took an active part in politics.

Dr. Harris has had large experience as teacher and as superintendent of schools, and in addition is a profound and original thinker. He has for many years been the editor of *The Journal of Speculative Philosophy*, the only magazine of the character published on this continent.

This is one of the few instances in which the office sought the man. Mr. Harris was in no sense a "candidate" for the place—he neither asked for it, nor asked a friend to ask it for him. The work done for him was absolutely voluntary and without his suggestion.

Before this appointment was made the U. S. Commissioner Dawson, the present incumbent, appointed Mr. Harris to go to Paris to make

the Official Report on Education for the Exposition, now being held there. This insures a report that will be complete and valuable.

He sailed with his family July 27, and has not yet returned to this country. He is expected to assume the duties of his new office some time this fall.

#### THE NEW SCHOOL-BOOK LAW.

This law seems to be making its way. The Journal goes to press three days before the expiration of the time fixed by law in which trustees were to order books for their schools (Aug. 28), and a little more than half the school corporations have made their orders, and the whole number of books ordered amount to more than half a million. About twenty counties have not yet been heard from.

In accordance with the suggestion of the Journal and with the consent of the publishers, in most instances the new books will be introduced gradually—as classes are required to purchase new books.

From a circular before us we learn that the Publishing Company has arranged with C. M. Barnes, the second-hand book dealer, to pay more for old books in exchange than the company at first offered. Instead of allowing one, two, three cents, etc., in exchange for the different books, Mr. Barnes will give 5, 7, 9 cts, etc. for the same books. While this is not nearly so much as publishers ordinarily allow in exchange for old books, it is a vast improvement on the nominal price first offered. Mr. Barnes pays these prices only for books in "good condition; i. e., no torn leaves; no thumbed places, which deprive the book of reading matter; no missing leaves; no loose leaves. They must all have complete covers attached to the book." One half the above prices will be paid for complete books suitable for re-binding.

Let it be remembered that these books are worth something in the family library as supplementary reading and as reference books, and that no one is required to exchange his old books unless he wishes to do so. The law simply provides for the exchange arrangement, but does not require it.

The Journal has nothing to add to what it has already said in regard to the law itself. After it has been actually tested in its working, and some mooted points as to its meaning and its constitutionality have been settled, there will be ample time for suggestion and comment.

This is not a sacred law, and the Journal feels at liberty to discuss it as it does to discuss any law that has to do with educational matters.

### THE FIRST DAY.

Every September number of the Journal contains one or more articles on "The First Day," and it expects to keep up the custom.

This is the most trying of all days, and the results of this day's work will determine for weal or for woe, the degree of success of all work to follow. The record for the entire term is usually made on the "first day"—yes, on the morning of the first day.

Without stopping to consider secondary matters, note the following necessities:

- I. See to it in advance that the school building is in readiness.
- 2. Learn in advance the classification and program of the school. If this can not be had from the former teacher's record, get it from the pupils. Learn to just what point in the book each class has advanced—especially is this necessary in arithmetic.
- 3. Have clearly in mind just what to do when you call the school to order, so that you can go straight forward with your work and make no false step. Make your opening exercises short.
- 4. Do not attempt to take the names, but assign work at once-Ask the members of each class in arithmetic to stand, and then assign a lesson, not quite as far over as the class had advanced. Let the lesson be problems to be solved and the work preserved and brought to the class. This insures work for some time to come. After all the classes in arithmetic have been assigned work, the comparatively few remaining can be disposed of in detail. Work rapidly. A skillful teacher will have an entire school at work inside of fifteen minutes after the close of the opening exercises. Remember that everything depends on getting all to work and keeping them at work.
- 5. Let the first recitation be short, and spirited. Assign more work, and assign lessons in other subjects. Pass around rapidly.
- 6. As soon as possible follow the program of the previous teacher, and continue to do this till your experience dictates a change.
- 7. In "order," be as strict the first day as you expect to be afterward—but make no rules.

# QUESTIONS AND ANSWERS.

# STATE BOARD QUESTIONS USED IN JULY.

[These questions are based on Reading Circle work of 1888 9.]

WRITING AND SPELLING.—The penmanship shown in the manuscripts of the entire examination will be graded on a scale of 100, with reference to legibility (50), regularity of form (30), and neatness (20). The handwriting of each applicant will be considered in itself, rather than with reference to standard models.

The orthography of the entire examination will be graded on a scale of 100, and 1 will be deducted for each word incorrectly written.

PHYSIOLOGY.—Write upon the topic The Special Senses, in accordance with the following outline, for each sense:

- 1. Situation of the organ.
- 2. Adaptation to functions.
- 3. Peculiar liabilities to disease.
- 4. Hygienic precautions.

HISTORY.—I. What was the Conway cabal?

- 2. What is the oldest town in Indiana, who settled it, and why?
- 3. Explain the doctrine of "State Rights." What relation had it to the War of the Rebellion?
  - 4. Name all the Presidents who had been generals.
- 5. In what way are Whittier and Lowell associated with our history?
- 6. Compare the war vessels of 1812 with those used at the present time.
- 7. What was the Fugitive Slave Law, and why could not slaves be recovered from Canada?
- 8. Which are the most prominent of the tribes now in the Indian Territory, and from what section were they removed?
  - 9. What is a consul? A minister plenipotentiary?
  - 10. What results followed the assassination of President Lincoln?
    [Answer any seven.]

SCIENCE OF EDUCATION.—1. What contrasts should be employed in teaching the idea of the personal pronoun?

- 2. What periods of the day are best for study? Why?
- 3. Explain in outline the process of teaching the idea of subtraction.
  - 4. What should be the language work of the first year of school?
  - 5. What was the Greek idea of education?
- 6. What are the objects to be accomplished by written examinations? By oral examinations?
- 7. What are the reasons for calling the common school studies the fundamental branches of learning?
- 8. Name some of the leading educational subjects that are now undergoing public discussion.

  [Answer any seven.]

GRAMMAR.—I. Write a sentence containing a subject clause; one containing an object clause; one containing a verb in the subjunctive mode, present tense, passive voice; one containing a relative pronoun in the objective case; one containing a conjunction adverb.

- 2. Illustrate by an example how to contract a complex sentence into a simple one.
  - 3. The bat cost me a dollar. Parse the words in italics.
- 4. Write a simple sentence containing a compound subject and a compound predicate.

5. Give the case and construction of the words in italics:

Keats was a poet.

Lowis the VIth's reign was prosperous.

Bryant, the great poet, is dead.

The storm having passed, we proceeded on our journey.

Who was killed? Mr. Thompson.

15

- 6. Ancient history is, for the most part, a story filled with wild fables and legends most incredible. Parse the words in italics
  - 7. Analyze the sentence in the 6th.
  - 8. Correct, if wrong, giving reasons for corrections:
  - (1) We have done no more than it was our duty to have done.
  - (2) You know as well as me that he never swerves from his resolution.
  - (3) Seated close to him was a strange figure whom he felt was no earthly being.
  - (4) Every one is free as soon as they touch the land.
  - (5) There is a strong necessity for us being more frugal than we are.

GEOGRAPHY.-I. Describe the government of Mexico.

- 2. Of what does Mathematical Geography teach? Physical Geography? Political Geography?
- 3. How is the coast line of North America like that of South America? How different?
- 4. Through what waters would a vessel sail in going from Melbourne to London?
- 5. By what rivers is the Pacific Slope of the United States drained chiefly?
- 6. A vessel sails from Duluth for Liverpool; through what waters must it pass?
  - 7. Describe Italy.
- 8. Where is Calcutta? What are the principal articles of export from this place?
- 9. Name in their order and locate the largest five cities of the world.
- 10. What is a volcano? Where are some of the most noted volcanoes located?

ARITHMETIC.—1. Explain the process of long division as to a class of beginners.

- 2. 25% of the selling price is gain; what is the rate of gain? By analysis.
- 3. Write the table for square measure, and solve a problem under it, illustrating "reduction descending."
- 4. What will it cost to carpet a room 18 ft. x 24 ft., with Brussels carpet three-fourths of a yard wide, at \$1.35 per square yard?
- 5. If a man travels 2 miles, 64 rods, in 32 minutes, what part of a mile does he travel in one minute?

- 6. At 9 mills on a dollar, a tax on what valuation of property can be paid with 95 dollars?
- 7. Divide forty-nine thousandths by 6.25, and multiply the quotient by 2.0004½.
- 8. Find the duty at 15% on 175 bags of coffee, each containing 115 pounds, valued at 15 cents a pound.
- 9. By selling cloth at 42 cents a yard less than cost, a tailor lost 12%; what was the cost of 8 yards?
- 10. A marked goods to sell at 40% gain; he lost 10% of sales in bad debts, and paid 10% for collecting: what was his net gain per cent.?
- READING.—"Roll on, thou deep and dark blue ocean, roll!

  Ten thousand fleets sweep over thee in vain!

  Man marks the earth with ruin; his control

  Stops with the shore; upon the watery plain

  The wrecks are all thy deed, nor doth remain

  A shadow of man's ravage, save his own,

  When for a moment, like a drop of rain,

  He sinks into thy depths, with bubbling groan,

  Without a grave, unknell'd, uncoffin'd, and unknown."
- 1. Write ten questions such as you would give a pupil in order to bring out the thought in the above selection.

  10 points, 5 each.
  - 2. Read a selection to be marked by the superintendents. 50

### ANSWERS TO PRECEDING QUESTIONS.

READING.—I. What does the author mean by ten thousand?

- 2. Explain how "man marks the earth with ruin."
- 3. Why does his control stop with the shore?
- 4. What is meant by "the watery plain?"
- 5. Explain the expression "save his own,"—his own what?
- 6. Why like a drop of rain?
- 7. What is meant by "a bubbling groan?"
- 8. Define unknell'd and uncoffin'd.
- 9. Is the ocean everywhere dark-blue?
- 10. Define what the author means by "Roll on."

HISTORY.—1. It was a miserable conspiracy in 1777, headed by Conway, Gates, and Mifflin, to depose Washington from his position as commanding general and have one of their own number appointed.

- 2. Vincennes. The French. It was a military out-post and trading point.
- 3. The doctrine that a state could annul or refuse to obey the laws of the United States. That the United States is a confederacy of sov-

ereign states, from which any state had a right to withdraw at pleasure. This was the doctrine of secession which led to war in 1861.

- 4. Washington, Jackson, Harrison, Taylor, Pierce, Grant, Hayes, Garfield, Harrison.
- 5. Whittier is almost entirely known as a poet and writer. In 1856 he was elected to the Massachusetts Legislature. In 1839 he became secretary of the Anti-slavery Society and editor of the Penn-sylvania Freeman. His writings helped to keep alive the agitation against slavery. Some of his best poems are Snow Bound, Maud Muller, The Barefoot Boy, Magg Megone, Barbara Fritchie, etc.

James Russell Lowell is also one of our best poets and writers. In 1877 he was appointed Minister to Spain; in 1880 to the Court of St. James. He is best known as a poet and critic. Some of his best works are Biglow Papers, My Study Windows, Among My Books.

- 6. In 1812 war vessels were large unwieldy wooden ships with many heavy guns. Now our best vessels are of steel and iron, carrying much improved ordnance and capable of running at great speed.
- 7. The Fugitive Slave Law enabled slave-holders to arrest and capture runaway slaves in any state of the Union by aid of federal authority, and return them to their masters. The British government was opposed to slavery and protected the fugitives in Canada.
- 8. Cherokees and Creeks from Georgia, Seminoles from Florida, Osages from Missouri, Comanches from Texas.
- 9. A person commissioned to reside in a foreign country as its agent to protect its rights, commerce, seamen, merchants, and citizens. A minister plenipotentiary is an embassador to a foreign court to represent our government in matters of state.
- 10. General abhorrence of the crime by friend and foe alike. A greater determination to destroy the rebellion, and that a government of the people, by the people, and for the people should not perish from the earth.

SCIENCE OF EDUCATION.—1. Particularly the contrast of different persons. Also of number, gender, and case.

- 2. Morning and early part of the afternoon. The mind and body are at those times rested and fresh.
- 3. The *idea* of subtraction should be clearly illustrated by objects. Pupils should at first be required to actually take away a given number of objects from a certain number and note the number left. Then the *process* as to the figures should be taught.
- 4. The proper forms of words already familiar to the pupil. The meaning and use of new words. Capitals, punctuation, etc. Writing sentences about familiar objects.
- 5. The Greek ideal of education was the beautiful and the good. It aimed at external and internal beauty and goodness; physical and

psychical vigor, health, and energy; the harmonious culture of the powers of the body and the soul.

6. Written examinations should be a test of the pupil's knowledge of a subject. It should also teach him self-reliance, and independence of the book, the power of correctly expressing his ideas, and should impress upon his mind things taught, and should show him his own weakness as well as his strength.

Oral examinations serve largely the same purpose, but are a severer test of memory and readiness.

- 7. Because they are the foundation upon which all education rests.
- 8. The question of Text-books, the "New Education," Psychology, etc.

GRAMMAR.—2. A complex sentence may be contracted in several ways. The subordinate clause may be changed to a phrase, the connective being omitted; as, When spring comes, the flowers bloom; contracted, the flowers bloom in the spring.

- 3. Cost is an irregular transitive verb, active voice, indicative mode, past tense, third person, singular number; its subject is hat. Me is a personal pronoun, singular number, objective case, the object of a prep. understood. Dollar is a common noun, in the objective case, direct object of the verb cost.
  - 4. Both men and horses were tired and hungry.

Poet—the nominative case, predicate after the verb was. Louis is in the possessive case, modifying reign. Poet is in the nominative, in apposition with Bryant. Storm is in the absolute case, with the participle having passed. Mr. Thompson is in the nominative case, subject of the verb was killed, understood.

6. Is is an irregular intransitive verb, indicative mode, present tense, third singular, its subject being history. Story is a noun in the nominative case, the predicate after is. Filled is a participle used as an adjective, modifying story. Most incredible is an adjective in the superlative degree, and modifies legends.

GEOGRAPHY.—I. The government of Mexico is republican—similar to our own. The President is elected for a period of four years, as with us.

- 3. The coast-line of North America is like that of South America in its general direction; it is different in that it is more indented by bays and gulfs.
- 7. Italy is a peninsula on the southern coast of Europe. It is enclosed by the waters of the Mediterranean and Adriatic Seas. It extends northwest and southeast. Its general shape somewhat resembles a boot, with the island of Sicily near the toe. It is traversed by the Apennine Mountains, and separated from Switzerland by the Alps-Its principal rivers are the Po and the Tiber. Its capital is Rome.

- 8. Calcutta is the metropolis of British India, and is situated on the left bank of the Hoogly, about a hundred miles from the sea. exports are jute, cotton, sugar, indigo, coffee, tea, shellac, castor oil, etc., etc.
- 9. London, England; Paris, France; Canton, China; New York, America; Berlin, Germany.
- 10. A volcano is a mountain throwing out smoke, flames, ashes, and melted rock. Some of the most noted are Vesuvius, in Italy; Ætna, in Sicily; Hecla, in Iceland; Stromboli, near Italy; Mauna Loa, Sandwich Islands.

ARITHMETIC.—I. Write the dividend, and place the divisor on the left, separated by a curved line. Draw a curved line on the right of the dividend for the quotient. First find how many figures on the left of the dividend are necessary to contain the divisor, and write the quotient of these figures on the right, multiply the divisor by this quotient figure, place the product under the left hand figures of the dividend, and subtract; then to the remainder annex the next figure of the dividend, and divide again by the divisor and place the quotient on the right; multiply as before, and so continue till all the figures of the dividend are used. If at any time the remainder is greater than the divisor the quotient figure must be increased. If after annexing the next figure of the dividend the divisor is not contained, place a cipher in the quotient, bring down another figure from the dividend, and proceed as before.

2. If 25% of the selling price is gain, 75% of it is cost; hence the gain is  $\frac{1}{3}$  of the cost, or  $33\frac{1}{3}$ %.

4. The room contains  $6 \times 8 = 48$  sq. yards,  $48 + \frac{3}{4} = 48 \times \frac{1}{3}$ = 64 yds. of carpet  $\frac{3}{4}$  yd. wide will cover room .64  $\times$  \$.1.35 = \$86.40, cost.

2 miles 64 rods =  $2\frac{1}{5}$  miles. In one minute he will travel 5.  $\frac{2\frac{1}{5}}{22} = \frac{11}{160}$  of a mile.

6.  $\$95 + .009 = \$10555\frac{5}{9}$ .

.049 + 6.25 = .00784.  $.00784 \times 200045 = .015683528$ .

175 bags of 115 lbs. = 20125 lbs., which at 15% costs \$3018.75. 15% of \$3018.75 = \$452.81\frac{1}{4}. 9. 42% = 12% of cost per yard; then 42% + .12 = \$3.50, cost per

yard, and 8 yards cost \$28.

 $100\% = \cos t$ .

140% = selling price.

14% = loss by bad debts.

126%

123% = collecting.

 $113\frac{2}{5}\%$  = net proceeds.

 $100\% = \cos t$ .

 $<sup>13\</sup>frac{2}{5}\%$  = net gain.

# DEPARTMENT OF QUERIES AND ANSWERS.

[This Department is conducted by J. C. Gregg, Superintendent of the Brazil Schools, Direct matter for this department to him.]

#### QUERIES.

- 211. When does the nineteenth century end? TENA FRANK.
- 212. In what part of the body is the purest blood found?

W. O. HEDGES.

- 213. Name the first poet-laureate of England.
- 214. Divide \$1860 among A, B, and C, so that for every \$5 given to A, B may receive \$4; and for every \$3 given to B, C may receive \$1.00.

  EVERETT L. JORDAN.
- 215. A general in organizing his men in the form of a square lacks 44 men of having enough to form the square; but if he should add a row of men on each side of the square he would have 49 men too many; how many men required to form the square? P. H. W. HAYNES.
- 216. Two points are taken at random in a given line a; find the chance that their distance apart shall exceed a given distance c. C.

#### ANSWERS.

201. 7.2 inches - and 2.6 inches +.

ED.

Id.

- 202. No answer received.
- 203. No answer received.
- 204. The word equivalent in the problem should be equilateral.

The side of an inscribed equilateral triangle is  $r\sqrt{3}$ . The square on the side  $= 3r^2$ . The square on radius  $= r^2$ . Therefore the first square is 3 times the second. ROBT. J. ALEY.

#### CREDITS.

Prof. R. J. Aley, 204, 197; Tena Frank, 195; Josie Henriot, 199. Can we not have answers for Nos. 202 and 203? Nos. 208 and 209 will be found very interesting problems. Send us a few fresh queries.

# MISCELLANY.

THE teachers of Rush county held a "Reunion" at Blue River Park August 24. This is a beautiful grove and a splendid time is reported.

RICH SQUARE ACADEMY, near Lewisville, is still under the control of W. W. White. This school stands for good honest work, and is worthy of liberal patronage.

THE REPORT OF THE LA PORTE SCHOOLS, by Supt. W. N. Hailman, is not large but it is valuable. It is full of suggestive hints and makes instructive reading.

HUNTINGTON Co —At the May meeting of the County Board of Education, a sufficient amount of money was voted to pay the expenses of the institute, hence no fee will be charged.

THE INDIANA STATE FAIR will open in Indianapolis September 23. Extensive preparations are being made, and the Fair is expected to be the largest and best in the history of the Association.

CHICAGO is now making an effort to secure "The World's Exposition of 1892." The East had the Centennial; the South had the great American; it is now time for The Great Northwest to come to the front. The Journal gives its vote for Chicago.

MRS. HAILMAN'S Summer Kindergarten School at La Porte had 75 students, representing ten states. All were delighted with the work. Indiana was well represented. It is hoped that Mrs. Hailman will make the Summer School a permanent institution.

THE INDIANAPOLIS INSTITUTE FOR YOUNG LADIES is now well established as an Indianapolis educational institution. Mr. and Mrs. Jas. Lyon have charge of this school, and seem to be making it worthy of liberal patronage. Boarding pupils from outside the city are received and carefully provided for and looked after.

#### READING CIRCLE NOTES.

The Teachers' Course for the coming year consists of two books: Compayre's Lectures on Pedagogy,—D. C. Heath & Co., Chicago,—\$1.25; and Steele's Popular Zoölogy,—A. S. Barnes & Co., Chicago,—\$1.00. Let every teacher join the Circle this year.

Examinations on the last year's work, as well as on any part of the first four years' course, will be held on the second Saturday in September.

Outlines for the two books are in the hands of the Secretary, D. M. Geeting, Indianapolis, and county superintendents should order enough to supply their teachers at the earliest opportunity.

The Reading Circle work will be made prominent in the Township Institute Outline for the coming year.

#### PERSONAL.

- W. S. Almond remains in charge of the Salem schools.
- D. G. Fenton will continue in charge of the Vernon schools.

- J. M. Robinson, a State Normal graduate, is principal at Oakland City.
- Lula G. Cobleigh goes from Logansport to Marion for the coming year.
- W. H. Sanders is principal of the school at Middletown. Its manqual indicates enterprise.
- Jno. A. Wood, last year principal at Charlestown, is the new principal of the Frankfort high-school.
- Melville S. Woods, a recent graduate of the State Normal, will reach in the Princeton schools the coming year.
- C. W. Crouse, a leading teacher of Clay county, was recently appointed Indian Agent at Puna Agency, Arizona.
- W. S. Blatchley, of the Terre Haute high-school, is spending his summer vacation working on the Geological Survey in the State of Arkansas.
- J. J. Mills, President of Earlham College, after spending nearly eight months traveling in the Old World, has returned and resumed his official duties.
- Rev. Joseph F. Tuttle has been President of Wabash College since 1862. He is the oldest President of one of the oldest and one of the best colleges in the state.
- State Supt. H. M. LaFollette has been again on the sick list. This ill health has interfered materially with his visits to institutes, which is greatly to be regretted, both on the Superintendent's account and on account of the institutes.
- Chas. A. Hargrave, the new President of the Central Normal School at Danville, is doubly honored. The August issue of *The Feacher and Examiner* gives an entire page of three columns to a good portrait and a biographical sketch. President Hargrave is a self-made man.
- Dr. J. P. D. John is to have the direction of De Pauw University the coming year. The Committee on Faculty have decided to postpone for the present the designation of a president to take the place of Dr. Martin, and have devolved the presidential duties in the meantime upon Vice-President John. They will be well cared for, as Dr. John is fully equal to the emergency.
- Dr. E. E. White, on the evening of August 12, made his final report to the Cincinnati school board, and in a few graceful and appropriate words introduced his successor as superintendent of the city schools. It is understood that Dr. White could have the presidency of Cincinnati University, but the probabilities are that he will devote himself for some time to come to literary work and lecturing.
- M. L. Huffman, a graduate of the State University, and later a teacher in the Iadianapolis high-school, but for the last two years in

the high-school at Minneapolis, was recently married to Miss Ella Mardick, of Indianapolis. Miss Mardick is a graduate of the city high-school, is a lady of much more than ordinary ability, and is possessed of many womanly graces. The Journal extends hearty congratulations.

J. A. Cummins, of Syracuse, has engaged to teach in The N. E. Ohio Normal College, situated at Canfield, for the coming year.

Battle of Atlanta Cyclorama, on Market street, Indianapolis, is well worth a visit from every teacher in the state.

#### BUSINESS NOTICES.

SCHOOL BOARDS contemplating changes can learn the addresses of the best Western and Eastern teachers, willing to change places, by addressing Orville Brewer, manager of the Teachers' Co-operative Association, 170 State street, Chicago. We can assure all who write of confidential and honorable treatment.

THE SCIENCE OF DISCOURSE.—By Arnold Tompkins, Dean of De Pauw Normal School, is now ready for delivery. This book, while putting Rhetoric on a scientific basis for College and High School purposes, will be of special interest to teachers, as it furnishes the ground for method in teaching both Reading and Composition—the art of Interpreting and Constructing discourse, including Literary Analysis. The key to the art of teaching discourse, whether in the form of Reading and Composition in the Common School, or of Literary Study in the High School, must be found in the nature, the Science of discourse itself. Price, \$1.50. Address the author, Greencastle, Ind.

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9-tf Arnold Tompkins, Greencastle, Ind.

SUDDEN VACANCIES.—The Teachers' Co operative Association of Chicago is just sending out ten thousand (10 000) personal letters to "School Boards" throughout the country to learn of a l the sudden vacancies which always occur at the opening and during the first lew weeks of the school year.

If you can accept a better place and wish to take advantage of the information this agency will receive, write to them at once.

Last year Mr. Brewer averaged four calls a day during September and October (for teachers.) Address Teachers' Co ope ative Association, 70 Dearborn St., Chicago. [9 tf] ORVILLE BREWER, Manager.

"THE NATIONAL BOOK EXCHANGE" of this city is now owned and monaged by Messrs. Drinkwater & Sipe, formerly teachers and subscribers of the Journal. See their advertisement on inside page of first cover.

TRAINING SCHOOL OF EXPRESSION—When Block, Indianapolis.—The course includes Elocution, Physical and Vocal Culture, English Literature, Reading, and Dramatic Art. Fifth year will begun Tuesday, Oct. 1, 1889. Pupils may enter any time. 8-1t LUCIA JULIAN MARTIN, Principal.

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Asst. Gen. Pass, Agent Vandalia Line, Indianapolis. 8-3t

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E. H. BECKLEY, G. P. & T. A., J. B. HARTER, General Agent Elkhart, Ind. Spencer Heuse Block, opp. Union Depot, Indianapolis.

5-?

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7-tf S. C. HANSON, WILLIAMSPORT, IND.

BUCKEYE BELL FOUNDRY.



# HARPER'S \* READERS.

# AN INTERESTING LETTER.

Copy of a private letter from Prof. CHAS. M. MOSS, of the Illinois Wesleyan University, to O. T Bright, Supt. of Schools, Englewood, (Chicago), Illinois. (Printed by permission.)

DEPARTMENT OF POST-GRADUATES AND NON-RESIDENTS.

#### ILLINOIS WESLEYAN UNIVERSITY,

DEAR SIR:

BLOOMINGTON, ILL., April 4, 1889.

Some months ago my wife, who was a teacher in the Normal Schools of New York, undertook to teach our seven year-old boy to read. He has been in poor health a great deal, and we were anxious that the best thing should be done for him. I obtained a copy of ——'s First Reader, at which he spent two months, I believe. I happened to see Harper's, in Mr. Brown's study, and he told me to take it and report on its use. I have done so to him, and a sense of gratitude, not to mention the deep interest I take in our public school interests, leads me to say to you that this Reader marks a point where, like Hercules' pillars, there is nothing beyond. My boy is two-thirds through it; and my five-year-old girl, not to be left behind, besets her mother a dozen times a day to "hear her read those pretty stories."

I must say that for perfect gradation, for skillful use of repetition without making it wearisome, for sustained interest in the "stories," and for teaching that thing so much forgotten—TO READ—this book has more to be said to its credit than any other one on any subject, so far as I know.

If you will excuse the familiarity of this letter, I shall again thank you, as a father, for helping my little ones to do with pleasure what I learned thirty years ago with painful effort, not unmixed with the rod! This book saves me the unpleasantness of repeating the latter in my family!

Very truly yours,

CHARLES M. Moss. THE PRICES: Harper's First Reader Second " ...... Third Fourth " Total......(In preparation) Fifth .....í1,088 \$1.40 Among other Popular Text-books of Harper's Series will be found Swinton's Language Series, Harper's Geographies, English Literature, Arithmetics, " Copy Books, Cocker's Civil Government, Spelling Blanks, Rolfe's English Classics, Select Eng. for Sch'l Read'g. Harrington's Spelling Books, Kellogg's Physiology and Hygiene. Franklin Square Song Collections. SEND FOR CATALOGUE AND TERMS FOR INTRODUCTION.

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# INDIANA SCHOOL JOURNAL.

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#### WRITTEN EXAMINATIONS AS TESTS.

ANNA B. COLLINS.

NE of the greatest causes of the mechanical teaching of to day is found in the standard of examinations. This forms one of the greatest obstacles to real teaching, and many writers on education, both in England and America, are entering their protest against it. But they have considered the evil effects of the examination system in colleges and universities. If it is deleterious in the higher institutions of learning, how much more so must it be in the high schools and lower grades, where the mind is less fully developed.

As teachers of Indiana, it is in the common schools that we are especially interested, and it is the purpose of this paper to consider examinations in relation to the common schools. It is not the purpose to join with those who have exaggerated the evils of examinations, and to say they should be abolished. The examination has an educational value. It serves good purposes, the most important of which is, that it indicates the weak point in the work of both teacher and pupil. Huxley says, the examination is a good servant, but a very bad master. The tendency has been, and is now, toward the examination usurping the place of the master. When this occurs it is no longer a means, but an end. The question now is, what has led to the setting up of this false standard? Why have examinations come to be the unworthy end instead of the worthy means to an end? No slight reason is found in the relation existing between superintendents and

teachers. School superintendents have met and devised courses of study in which they have definitely marked out the amount of work to be done within a specified time. In many instances, even the page of the text-book is designated as the limit; and in some, the exact method is prescribed; as, that the *Grube method* in numbers and the word method in primary reading shall be used. These courses of study are placed in the hands of their respective teachers with the earnest request that their teaching shall conform to the course of study. The request is usually accompanied by an announcement that an examination will be held by the superintendent at a certain time.

The teacher under such supervision is in utter thraldom. She may not teach the subject because she must teach the text-book. Of what use to her is professional training? Why study the science of education, when she may not practice the art of teaching? The work of every good teacher possesses a character of its own. Any condition of work which needlessly represses her individuality, which relieves her of the necessity of working out her own methods and devices, will inevitably tend to make her work mechanical. Nothing can be more fatal to good teaching than that the teacher should come to rely upon the system or the method instead of upon herself. Such a teacher blindly subjects all her pupils to the same process. She fails to discover that they are not all constituted alike. She makes no allowance for differences of temperament or natural ability. Her originality and invention are conscientiously suppressed. She infuses no heart, no vitality into her work, but moves through it in a dreary routine that daily becomes more and more irksome to her and to her pupils. To the cautious suggestion that the only true method is determined by the nature of the mind and the nature of the branch of study, and that she should direct her teaching by such a method, she reasons thus: How can I? Look at our course of study. In a month or three weeks these children will be examined on these particular points. I have not a moment to spend in teaching anything outside of this text-book. one aim must be to have them able to restate these facts.

In a graded system, a course of study is necessary as a basis

from which to work, and some sort of test is necessary to keep the grades uniform, but the former need not be so constructed, nor the latter so conducted as to require written examinations at stated periods. These examinations are made the basis of promotion for pupils, and the pupils so understand them. In many schools, the pupil's fitness for promotion is determined by the examination alone; in others, the examination is taken in connection with the teacher's estimate of the pupil, but is still made the most prominent factor. To the supervisor of the school, the examination is not only a test of the pupil, but it is also a test of the teacher's ability—not so much to teach, as to conform to the course of study which he has adopted—and the teachers so understand it. In the anxiety of teachers to meet the demands of their principals, and the ambition of pupils to make a high grade, teachers drive and pupils cram for per cents. All parties lose sight of the purpose of the school and the aim of education, and the school is reduced to a mere machine for turning out pupils monthly or quarterly, as the case may be, labeled with 60, 70, or 90 per cent of attainments.

It is natural for the teacher to be guided in her teaching by the coming examination, when not only the fate of her pupils but of herself depends upon the correct answering of ten disconnected questions. The teacher who knows how to do better work puts her time and strength in on work that will count on the examination. Neglecting the real needs of her pupils, she seeks the near and present reward rather than the more distant and lasting one.

The teacher who strives for examinations and promotions can never really teach. Real teaching consists in arousing mental activity, in evolving thought, in developing the mind, and at the same time, in leading to the acquisition of useful knowledge. The correct expression of thought also holds an important place in the aim of education; but to train the expression at the expense of thought, is to deduce a perfect body without the living soul. Real teaching, therefore, comprising these two elements—the evolution of thought and its correct expression—does not aim at the learning of disconnected facts. The examination, as

usually conducted, is a test for the memory only. The condition of the mind, the progress in mental development, the power to reason, all the higher faculties are left untouched. not be difficult to frame ten questions in history that a Bancroft or Mommsen would fail to answer; yet we demand such accuracy of statement from children. In the name of "thoroughness," meaning the mastery of facts, we require children to learn and retain a mass of isolated facts, that few adult minds are capable of doing, and it is commonly observed that minds which are good at that are seldom the best minds. Thus one of the worst defects of the examination system is the false value it sets on accuracy in the statement of details of minor importance. It involves the mechanical teaching which requires pupils to memorize the text-book and repeat it word for word. Such high per cents as are frequently given can not be obtained on questions which test the judgment and reflective power of the stu-They are such as can be answered only by those who have crammed the text-book. Superintendents and principals of schools who make examination questions that search the understanding, can not obtain average per cents that reach the Indeed, it may not be too strong a statement to say that the understanding can not be measured by per cents. Good examination results do not always prove that the training of the children examined has been of the best kind.

The element of time enters into the examination system and is of no inconsiderable importance to both teachers and pupils. The time and energy spent in the kind of review that is required to prepare for the final examination is wasted time and misdirected energy. If the examination were such as to require that thoroughness which means the grasp of a subject in its widest relations, the appreciation of it as an organic whole, and the comprehension of the importance of its several parts in their relation to each other and to the whole, the final review would be the best part of the year's work. It would train the rational insight of the pupils, and, as it would be the most important and the most difficult part of the teacher's work, so it would best test and prove her skill. But our final reviews too often consist only

in going over again the same long list of isolated facts given in longer lessons.

The time spent in looking over examination papers is worse Time that should be spent partly in recuperation, partly in preparation for subsequent work, is spent in the veriest drudgery. The conscientious teacher weighs every question and answer and marks with mathematical exactness. is done to make the grade just and right, it is with a feeling of dissatisfaction and weariness that she lays aside the grade-book and the report, knowing that it is not just either to herself or to her pupils; for every teacher knows that not infrequently some of the very best pupils do their worst work on examination, while the lazy but capable ones, by skillful cramming, are able to make very good grades, and sometimes even to surpass their more faithful co-workers. The reason is not hard to find. The industrious student, not satisfied with having done well, and knowing that his standing is determined by the paper, and not by faithful, honest daily work, sits up late to make further preparation, and comes to the work with over-wrought nerves, so that he is in no condition to think clearly. The chagrin and disappointment at failing to make a high grade, and at seeing those whom he knows to be less deserving pass him, often results in nervous "Too much study" is given as the cause, when prostration. really it is the over-pressure of the examination. Much of the breaking down of health charged to over-study is due to the mental strain attending examinations. Steady exercise of the mental faculties is conducive to health rather than otherwise.

As the examination has proved hurtful to the physical well-being of the good student, it is no less harmful to the moral welfare of the lazy one. Industry is one of the cardinal virtues and its cultivation is embodied in the aim of education. Pupils should be taught fidelity, and that whatever they do should be done faithfully and well now. They should be accustomed to a general, uniform industry which may increase from day to day without increase of effort. What is really gained by one who, having previously neglected time and opportunity, and who, when examination presses, over-works himself and perhaps

stands the test with honor, but must rest for months afterward from the over effort? The knowledge is as ephemeral as the examination is inadequate as a test of that knowledge. "Lightly come, lightly go," says the proverb. Besides such a student should not be given an opportunity to take in one week what should have been assimilated during several weeks.

Not the least of the evil effects of the examination system on the student is, that it creates a wrong motive for work and causes him to make a wrong estimate of his attainments. Pupils diligently scan every foot and marginal note for bits of information that may be called for on the examination. The largest quantity of the poorest quality of work receives the highest mark; whereas, knowing the greatest number of facts is not identical with the truest wisdom, nor is the ability to answer arbitrary questions the aim of education; yet, by the examination and the practice of high marking, pupils are led to conclude that such is the case.

Having learned how to pass examinations by simply skimming the subject, the student is tempted to undertake more work than he can do well for the sake of marks. Thus he has no time to follow a train of thought suggested, but puts it aside as a luxury because it will not pay on the examination. He does not study for the sake of knowledge, for the sake of understanding the world in which he lives, the humanity of which he forms a part, and for the preparation for a life of mental activity and usefulness, but sacrifices high culture to high per cents.

Such are some of the evil tendencies of the examination system as it now exists. Good teachers are deterred from doing their best work, while poor ones retain their places by virtue of following the old mechanical methods. The physical and moral well being of students is sacrificed, and the progress of education as a science is sensibly retarded. As has already been said, it is not to be hoped, nor is it in every way desirable, that the examination should be dispensed with, but it should be modified. If it is necessary as a test for teachers, it need not be of such a nature as to take the whole soul out of teaching. Something certainly should be done to lessen its importance in the estima-

and to the pupils, that they may not be tempted to dishonesty and to the sacrifice of health and the higher motives of learning for the sake of high per cents. If it is a useful part of our school system that has reached an abnormal growth through undue fostering, until it has become an "excrescence and the worst abuse to which we subject our pupils," it should receive heroic treatment, until it is reduced to its normal proportions and uses. If it is simply a school-room device, that is to be used with moderation and discretion by the teacher for testing his own work, together with that of her pupils, it should be relegated to its proper place among other devices, and not made the end and aim of the teacher's work.

To those who hold that education is a science, the controversy now in progress in regard to the merits and demerits of examinations is most welcome. It plainly recognizes two facts: that education is a science which finds its principles in mind action and growth; and, that all methods of teaching should be tested by those principles. The examination system is being held up and looked at on all sides, and through and through, in the light of those principles. If education is a science, teaching is an art, not a trade, and teachers may become true artists working with material of no less value than the human soul.

GREENSBURG, IND.

# SOME OF THE DEFECTS IN THE PUBLIC SCHOOL SYSTEM OF INDIANA.

9 A. McTAGGART.

A text book on geography used quite extensively in the schools of Indiana, contains this remarkable statement: "The public school system of Indiana is unexcelled." And one of the leading daily papers recently pronounced it the best school system. Such statements must arise either from a very superficial knowledge of school systems or from that sentiment of pseudo patriotism which makes a virtue of exalting everything which is its own, under all circumstances, regardless of facts.

The school fund is said to be larger than that of any other state. But surely this does not mean that Indiana spends more money than any other state in support of her public schools. A large school fund is of itself a very inconclusive argument of the excellence of a school system.

By school system, in these remarks, are meant all those laws and regulations by which the state undertakes to educate its citizens.

Even a cursory examination of the school system of Indiana, will disclose the fact that it does not show that cohesion of parts and adaptation of parts to the whole, which characterize a system, in any considerable degree of perfection. Without entering upon a discussion of the question as to what should be the object of the state in establishing public schools, it is sufficient to say that the object is to make good citizens. Ought then the object of the establishment and maintenance of such schools by large expenditures of money, to be in a large measure defeated by making school attendance optional? In this matter of compulsory education, Indiana is behind many other states and countries.

The state has established common schools, high schools, a normal school, and universities; but no one of these institutions appears to have any proper organic connection with any other.

No competent central authority prescribes the work of the common school and adapts it to the work of the high school; nor is the work of the high-school arranged and adapted to the work of the universities, by the same authority.

No competent board of examiners subjects all the state schools to a common test for the purpose of determining their standing and efficiency.

In this state, with perhaps but a single exception, the City Council, the members of which usually have no special interest in education, elects a school board, composed commonly, as all will admit, of men whose knowledge of schools and school teachers, is very limited. This school board elects a superintendent, who has been able in some way to make himself appear competent. Then if the work of the schools goes on smoothly and qui-

etly, it is supposed the right man for superintendent has been secured. But who knows whether the work of the schools is progressive and efficient? No competent and impartial authority supervises the work of both superintendent and teachers, and makes it conform to a high standard of efficiency. Although the teachers must be licensed the superintendent who supervises and directs their work, is not required to submit to any test of his qualifications. And yet there are efficient city superintendents, but the school system does not require them to be so. County superintendents examine and license teachers, although they themselves may have no other qualification than the accident of being of the same political faith as the majority of the township Nevertheless there are efficient county superintendtrustees. ents, but they are so independently of the school system. Should not the man who decides upon the qualifications of teachers be subjected to the most thorough tests himself?

The state provides no uniform system of examining and licensing teachers, candidates for state certificates excepted, by which the license may have a real, known, and permanent value. The State Board of Education now furnishes and requires to be used for county examinations, excellent questions, but nearly a hundred different persons, differing greatly in their ability to grade papers, decide upon the correctness of the answers to these questions. Let the State Board go a step further and submit all the answers to a board of skilled examiners.

It is evident that the qualifications of teachers are too low. Every teacher should give evidence in some way of professional ability, and should know thoroughly a great deal more than he undertakes to teach.

It is a serious defect in the school system of Indiana that the schools outside of the cities and towns are kept open but for about five months in the year.

Teachers' institutes are, by law, held annually in every county of the state, for the special purpose of better fitting teachers for their work; yet the state does not secure to these schools competent instructors and systematic work. These ends could be gained if the state should license institute instructors and appoint

a few institute directors to supervise and control the whole work. A reform in civil service appointments is strenuously urged. The highest intelligence and truest patriotism demand that ap-

pointments to political effice shall be made upon the basis of ability and integrity, and that continuance in office shall depend alone upon efficiency and good behavior.

Should not teachers have the same tenure of office? sometimes said that teachers may retain their places as long as It is not true. Were school boards and their work is efficient. superintendents perfectly wise and perfectly just, it would be true: but they do not always possess the qualities of wisdom and justice, sometimes neither. The annual election is said to be merely a form, that it does not really affect the permanency of the teacher's position. Why, then, have the form? The fact is, it is often a cruel weapon in the hands of capricious or self seeking school officials.

Let every teacher understand that he may retain his place so long as his work is thoroughly good and character unblemished, and let these questions be determined, in case of dispute, by some competent and impartial board. How few there are who are really capable of judging correctly a teacher's work!

The Superintendent of Public Instruction is overwhelmed with a multitude of duties, while he is entrusted with powers quite inadequate for the most effective direction of the educational affairs of the state. His work, apart from what may be considered strictly educational, is sufficient for one man. State Board of Education is composed of ex-officio members; all have other occupations to which they necessarily devote nearly all their time. While the state appears to confer upon this board considerable power, in the statement that it "shall take cognizance of such questions as may arise in the practical administration of the school system not otherwise provided for," etc., the board itself seems not to have so understood it, for it has never exercised much control over the public schools. A State Supt. and State Board of Education should have abundant time and ample authority to unify, elevate, and control the public educational work of the whole state.

### THE ESSENTIALS OF A RECITATION.

THE central exercise of the school is the recitation. All other exercises point toward it, and find a large part of the significance in it. The success or failure of the school, as regards its specific or peculiar function, viz, intellectual culture, can be determined by the character of the recitation. There are certain essential ideas that belong to it which we shall undertake to present briefly.

1. The essential condition of a good recitation, is good feeling between teacher and pupil. All the emotions that are active must be pleasurable ones and in accord with the end sought. All intense feeling of every sort should be avoided. Let us see why.

Each person has a certain limited quantity of energy which he can use before reaching the point of fatigue. This may be all expended in physical effort, in which case there is none left for the mental and spiritual activities. The day laborer who works every day to the point of physical exhaustion, is incapable of any great intellectual or spiritual exertion. Indulging the pleasurable emotions requires the best expenditure of energy; so, light, pleasant entertainment is that which is best fitted to persons in this condition. Again, the stock of energy may expend itself along the line of feeling; then there is none left for thinking or doing. Every one knows persons who exhaust their physical energies in exclamations.

Or the soul's energies may be directed along the line of intellectual activity to the exclusion of the other powers. Hamlet is the type of such. Or a person may be strong in execution, and correspondingly weak along the lines of intellect and emotion.

Now, if the teacher remembers that each child has only a certain limited quantity of energy to expend, he will take care that it is not wasted in painful or unduly pleasurable emotions. A high pitch of excitement, whether it be that of a dread of failure, fear of reproof, mortification over defeat, or the anger or chagrin aroused by censure, are not favorable conditions for those activities that must be aroused and depended upon for success in the recitation. The teacher should also remember that the capital

stock of energy of each pupil differs in quantity from that of every other, and should deal with him accordingly.

2. Having secured the best feeling possible at the time for the full exercise of the intellectual powers, the teacher should form a clear and distinct conception of what is to be done in that particular recitation, and what results are to be obtained. Do not listen to the fatal heresy of those "reformers" who tell you to go before your class without definite idea of what is to be done. We have noticed that the pupils of these teachers leave the recitation in very much the same condition as the teacher entered it. They have no clear idea of anything that was there considered.

Each recitation should have a central idea around which others cluster, near or more remote. Determine definitely just which of these ideas are to be considered in the recitation, and which ones are to be left out, or touched but lightly.

- 3. Have clear in mind the foundation upon which the central part of this lesson must rest. What must go before it, and be known, before the mind is prepared for the lesson of to day? Knowledge is organic. Begin where one will, there is some idea that touches the one which we begin, and depends upon it. Let this relation of dependence be sought, and be kept constantly in mind by both teacher and pupil.
- 4. 'Have a clear idea of the immediate purpose in view in the present recitation. This purpose may be one of three, or a combination of two or all of these.
- a. The object may be to give the pupil some new knowledge. An idea or thought is to be presented to him for the first time. This purpose will be to determine the character of this particular recitation.
- b. The object may be to make the knowledge that was formerly given, clear and give the pupil facility in expressing it. Its purpose is to make the pupil ready with this new knowlenge. The method is that of repetiton of the same ideas in different forms. It is called drill.
- c. The object may be the application of this knowledge to the solution of new problems in which those ideas are involved. This is an exercise to increase the pupil's intelligence. Intelli-

gence may be defined as the ability to make a rational use of knowledge. To give the pupil intelligence is the crowning purpose of the school, and should be ever kept prominent in view in the recitation. There are persons of great knowledge—animated encyclopedias—that have little intelligence. There are also very intelligent persons who have a narrow range of knowledge. The common schools are the hope of the country, because it is hoped that out of them are to come intelligent human beings, animated by the spirit of just and fair dealing with their fellowmen. With this spirit active among men who are universally intelligent, the question of labor and capital, and all other great social questions, would be readily adjusted, for each party to the controversy would see that injury to one is an injury to all, and that an intelligent self-interest demands that every man shall have his due.

5. The last essential idea which we mention here, is that of determining the steps in the process by which the purpose of the recitation is to be realized. There is a regular and logical movement from the beginning to the end of every well conducted lesson. What the steps in this movement are, depends, of course, upon the purpose of the particular recitation. But there is a first step common to all recitations, which is to test the class to see whether they have those ideas which form the basis of the present lesson. So much of revi w should precede every recitation.—Illinois School Journal.

#### TOLSTOI'S SCHOOL.

ARCHDEACON FARRAR, in a recent article on Tolstoi, says: "There are men who make a deeper impression upon their contemporaries, by the force or charm of their personality than by their genius or other gifts, and such a man is Count Leo Tolstoi, though his genius and gifts are undeniable." A great part of this charm lies in the fact that his sympathies are universal. Religion, war, and love, have all been treated by him with wonderful power; in nothing, however, does he give stronger proof of his great heart and mind, than in his Scenes from School Life.

Tolstoi is struggling with the educational problem, working it out for himself unaided. He is the apostle of a "new educa-He has a small school on his own estate, and tion" for Russia. there amid the ridicule and criticism of the Russian press and public he is making his experiments and observations. Laisses faire may be said to be the guiding principle of the school,—no force, no authority is exercised, not even a peremptory reproof is administered. Children come and go at their pleasure. Each little fellow is an autocrat, knowing no restraint but his own sweet will. If they grow weary they take a half holiday, asking no one's consent. This happens about twice a week. The teacher is left, doubtless, to reflect how she can make the school more But when we consider that a Russian attractive in the future. school opens at half-past eight, then, with an intermission at two for dinner, holds until eight in the evening and often later, we must admire the good sense of the Russian youth. So short are the Russian days that these brief snatches are his only chance of viewing his native heath by sunlight.

Tolstoi himself does not teach, but the teacher in charge carries out as nearly as possible his principles. The scenes described are decidedly contrary to the accepted notions of school. There is much noise and confusion, but the spirit of the true scholar is there,—the pupils love their work, they are guided by appeals to their noblest impulses, and they are, above all, taught the valuable lesson of self-control.

As the teacher enters the room the pupils are probably struggling, boy fashion, in a heap on the floor. They spring up, call noisily for their books, seize any seat they choose, be it windowbench, easy chair, or floor; their attitudes, too, are their own,—no compulsion is the order of the day. But the moment the lesson begins all attention centers on the work. If the subject is uninteresting they cry out, "Stupid, go to the little ones"; but if it pleases them, they cry, "More, more," and the hour is prolonged until the learners are satisfied. Is there not considerable good sense in that? Our children are often victimized by the stupid work of more stupid teachers. Why should they

not have the privilege of a protest, a privilege their elders would certainly claim under similar circumstances.

If two pupils get into a fight, no "stern disciplinarian" (the term is Tolstoi's) forces them apart, and demands an apology, which is doubtless insincere, but the quarrel is ended by public sentiment, that is by the disapproval of the bystanders. Rules are never broken, for there are none. Marks are employed, but these Tolstoi regards as relics of a past system, soon to be abandoned.

As the early twilight darkens the room the children pause in their work to listen to the stories from sacred history. The picture is a pretty one. Under the spell of the impressive hour the children, free from all restraint, with eager, earnest faces, gather in natural groups around the teacher as we might gather around a loved friend. It is something of the discipline of the kindergarten applied to children of a larger growth. If any are noisy or restless, their neighbors, not their teacher, administer the reproof. A kind of communistic society this, in which there are no laws and no police.

How different from the old school, with the rules as many as a prison, its monitors, marks, and punishments! We do not doubt that the system, crude and defective as it may be, is productive of great good, for it is founded on true principles. It is an effort to make children self-governing, to interest, awaken, arouse the mind,—not crowd, cram, and dull it.—N. E. Journal of Education.

# INDIANA ALTITUDES.

TABLE SHOWING THA ELEVATION OF ONE POINT IN EACH COUNTY
OF THE HOOSIER STATE.

THE following table, furnished by Prof. J. L. Campbell, of Wabash College, gives the elevation above sea level of one station in each county in Indiana. These elevations will serve as convenient points of reference in the determination of the general topography of the State:

COUNTY.	TOWN.	Altitude in feet.	STATION.
Adams	Decatur	807	G. R. & I. R. R.
Allen	Fort Wayne	775	P., Ft. Wayne & C.
Bartholomew	Columbus	622	I. M. & I.
Renton	Oxford	702	L. E. & W.
Blackford	Hartford	805	Ft. Wayne, M. & C.
Roone	Lehanon	032	C., L., St. L. & C.
Brown	Nashville	640	Court House
Carroll	Delnhi	668	L , N. A. & C.
Carron	Loganeport	606	W., St. L. & P.
Clark	Jeffersonville	455	O & M
Clar	Brazil	455	TH & I
Clay	Frankfort	247	1 F & W
Constand	I equanavorth	262	L. E. C. W.
Davises	Washington	303	Low water, Ohio River.
Daviess	Washington	404	U & M.
Dearborn	Cananahuan	407	U. S. C. and G. Survey.
Decatur	Aubien	954	C., L, St. L. & C.
DeKaid	Auburn	874	B. & O.
Delaware	wincle	900	C., C., C. & I. Patoka Creek.
Dubois	Jasper	450	Patoka Creek.
Elkhart	Elkhart	755	L. S & M. S.
Fayette	Connersville	844	C., H. & I.
Floyd	New Albany	430	L., N. A. & C.
Fountain	Covington	630	1, B. & W.
Franklin	Brookville	620	Low water, White W. River.
Fulton	Rochester	785	1., P. & C.
Gibson	Princeton	483	E. & T. H. P., C. & St. L.
Grant	Marion	814	P., C. & St. L.
Greene	Bloomfield	490	Low water, White River.
Hamilton	Noblesville	770	Court House.
Hancock	Greenfield	906	C., St. L. & P.
Harrisor	Corydon	595	L, N A. & St. L.
Hendricks	Danville	965	L, N A. & St. L. Court House.
Henry	New Castle	1045	Ft. Wayne, M. & C.
Howard	Kokomo	840	I., P. & C.
Huntington	Huntington	74 I	Court House.
lackson	Brownstown	551	O. & M.
Jasper	Rensselaer	668	L., N. A. & C.
Jay	Portland	904	L., N. A. & C. Low water, Salamonie R.
Jefferson	Madison	460	J., M. & I.
Jennings	Vernon	767	J., M. & I.
Iohnson	Franklin	740	I. M. & I.
Knox	Vincennes	421	U. S. C. and G. Survey.
Kosciusko	Warsaw	826	P., Ft. W. & C.
La Grange	LaGrange	915	P., Ft. W. & C. G. R. & I.

T -b-	Crown Doint		C C+ T & D
Lake	T a Do-to	717	C., St. L. & P.
Larone	La Porte	40.	L. S. & MI. S.
Lawrence	Andorran	001	L, N. A. & C.
Madison	Anderson	092	C., C., C. & I.
Marion	Indianapolis	723	Union Depot.
Marshall	Plymouth	781	P., Ft. W. & C.
Martin	Shoals	477	O. & M.
Miami	Peru	057	Court House.
Monroe	Bloomington	744	L., N. A. & C.
Montgomery	Crawfordsville.	792	L., B. & W., L., N. A. & C.
Morgan	Martinsville	598	1. & V.
Newton	Kentland	684	r., P. & W.
Noble	Albion	927	B. & O.
Ohio	Rising Sun	430	Low water, Ohio River.
Orange	Paoli	611	Court House.
Owen	Spencer	568	1. & V.
Parke	Montezum 1	404	I., D. & W.
Perry	Rome	350	Low water, Ohio River.
Pike	Junction	396	Low water, White River_
Porter	Valparaiso	737	P., Ft. W. & C.
Posev	Mt. Vernon	407	St. L. & E.
Pulaski	Winamac	716	C., St. L & P.
Putnam	Greencastle	841	Γ. H. & I.
Randolph	Winchester	1101	C., C., C. & I.
Ripley	Osgood	950	O. & M.
Rush	Rushville	980	C., H. & I.
Scott	Scottsburg	570	J., M. & I.
Shelby	iShelbyville	774	C., L., St. L. & C.
Spencer	Rockport	338	Low water, Unio River.
Stark	Knox	702	N. Y., C. & St. L.
Steuben	Angola	1652	Ft. W., I. & S.
St. Ioseph	South Bend	726	L S. & M. S.
Sullivan	M rom	440	Low water, Wabash River_
Switzerland	Vevav	420	Low water, Ohio River.
Tippecanoe	LaFavette	542	L., N A. & C.
Tipton	lipton	860	I., P. & C
Union	Liberty	991	C., H. & I.
Vanderburg	Evansville	383	E. & C.
Vermillion	Eugene	512	C. & I
Vigo	Terre Haute	498	г. н. & І.
Wahash	Wabash	735	W., St. L. & P.
Warren	Williamsport	619	W., St. L. & P.
Warrick	Newburg	320	Low water. Ohio River
Washington	Salem	716	L., N. A. & C.
Wayne	Richmond	072	C., St. L. & P.
Wells	Bluffcon	825	C., St. L. & P. Ft. W., M. & C.
White	Monticello	675	T., P. & W.
Whitley	Columbia	841	P., Ft. W. & C.
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# PRIMARY DEPARTMENT.

(This Department is conducted by HOWARD SANDISON, Professor of Methods in the State Normal School.)

# THREE IDEAS CONCERNING NUMBER.

among others, the following points concerning Number:

First. The figures 1, 2, 3, 4, 5, etc., express the mind's discriminative acts, when put forth upon either mental or external objects.

A discriminative act is one in which the object is grasped in its unity, and thereby discriminated from other objects.

The figure signifies such an activity; or rather, the abstract idea of unity resulting from the activity. For example—'r' stands for the act of mind in emphasizing or isolating the idea of one-ness manifested in an object, just as the word 'redness' signifies the mind's act of emphasizing or isolating the attribute 'red,' belonging to an object.

The mind may, in a given case, be conscious of the attributes hard, round, smooth, red, etc., and also that they inhere in, or constitute, a single thing.

This last unifies the attributes, and at the same time discriminates the object from other objects.

The last phase of the mind's act, or that in which it emphasizes or becomes conscious—(not of these attributes but of their oneness)—is expressed by 'r'.

Likewise, the complex act of conceiving an object, as a one, possessing within it simple unities, may be expressed by—2, or 3, or 4, etc.

Second. The mind has the power to select its units; that is, it may regard not only the unit (one) as a unit, but it may conceive of, and treat as a unit, a 2, a 5, a 3, a 7, a 9, etc.

Moreover, one factor in any given arithmetical judgment, is always in terms of the selected unit. Thus in  $2 \times 3 = 6$ , viewing 2 as the multiplier, the question is,—Two of the selected unit (a 3), equals how many of the unit (one)? The answer is -6 of the simple unit; that is, 6 (ones).

In  $2 \times \frac{1}{2} = 1$ , viewing 2 as the multiplier, the question is,— Two of the selected unit ( $\frac{1}{2}$ ), equals how many of the simple unit? The answer is—1 of the simple unit; that is, 1 (one).

Third. The divisor in any given case, may be viewed as signifying the size of the selected unit, or the number of the selected unit. Thus—in 6 + 2 = 3, the question is,—Six in terms of one, equals how many in terms of two, (the selected unit being a 2)? The answer is—3 (twos).

If however in this case, a three is the selected unit and not a two, the 2 indicates the number of parts, or the number of selected units into which 6 is to be separated. The answer therefore, is a three, or 3 (ones).

A reader of the Journal has written, requesting a more extended explanation of these three points, by mail.

I desire to submit the explanation thus sent, in the Primary Department, for the reason that a clear understanding of these ideas will contribute to clearness and accuracy in the Primary Number Work of those teachers who are sufficiently interested, to reflect upon them.

The reply endeavored to render the three thoughts referred to, more clear, by the following:

In regard to the activity of mind in constructing the idea of one or unity, the mind puts forth the act of seizing the thing in its oneness; that is, in its union of attributes.

This involves its separation from other objects.

In this act, it emphasizes the idea of oneness or unity, rather than the idea of smoothness, or squareness, or redness—or any other mark of the object which it might emphasize, and thus isolates or abstracts.

In the act that the mind puts forth in constructing the idea of three—(or to manufacture language, a three or threeness)—it seizes the object as a one in separation from other objects, and then analyzes it into three distinct ones; or the mind might put forth three discriminative acts of seizing the idea of one and then the act of uniting to constitute the larger one, which is termed a three.

The activity is the same in constructing the selected unity, a

five, a seven, a six, a two-thirds, etc.; (or constructing language again, fiveness, sevenness, etc.)

The most simple discriminative act, is that in which the mind seizes an object—(this object may be mental or physical)—in its oneness or in its separation from other objects, and emphasizes or isolates, the idea of oneness.

The figure one (1) stands for, or indicates, this activity; or it may be viewed as indicating the abstract idea the mind has reached in this discriminative act.

The discriminative act in which the mind seizes upon an idea of three, is as above indicated, more complex. It involves discrimination in grasping the idea one, and a second and third discriminative act—of the same kind—and also the viewing of these activities, or of the ideas reached in them, as constituting a triple unity.

The figure three stands for this discriminative act of seizing the idea three, or for the idea of three which is reached in this discriminative act.

A figure or symbol is considered to be abstract when it stands for the mind's discriminative act in conceiving the idea oneness; or of three, of seven, of one-third, etc.; or it stands for the abstract idea reached in each mental act of this kind.

An incorrect view of the distinction between an abstract and a concrete number is given, when it is said that a concrete number is one that stands for one object;—as 9 balls, 3 balls, etc.;—and an abstract number, is one which does not stand for any object,—as 9, 3, etc.

In the latter case, the 9 stands for the mind's complex discriminative act of seizing the idea nineness; or more properly, it stands for the idea nineness; and the figure 3 stands for the mind's discriminative act in seizing the idea of threeness; or more properly, it stands for this idea of threeness which the mind has abstracted from the object.

There are no figures which stand for nothing. The figure zero (o) does not stand for nothing; it stands for the mind's idea of the absence of quantity.

Figures are the symbols of ideas. When figures represent the

mind's discriminative acts, or the abstract ideas reached in them, the figures are termed abstract. Of course as figures, they are not abstract, because as such, they are visible, space-occupying, and hence, concrete.

Even when the figure is said to be concrete,—as I apple—it is not in reality, a concrete number. It does not stand for the apple as a concrete thing. It does not signify its odor, flavor, color, weight, size, etc. The word apple does that. The figure even in this case, indicates the mind's discriminative activity of seizing it in its oneness or unity;—for the act of isolating or abstracting this idea of unity; or it stands for this idea of unity in its abstraction.

The idea that the divisor may indicate, according to the way it is viewed, both the size of the parts and the number, is to be considered a general principle. It applies not merely to whole numbers, but also in all cases, to fractions. It is both; or may be viewed as both, in any possible case.

In order to understand it so, however, one must have clearly in mind the idea of the selected unit; and must have accustomed himself to viewing numbers as consisting of these different units.

One form of question that must be made familiar, may be illustrated with 6, in the following questions:

6 viewed as a one, gives how many ones (units) in the one? The answer is, -6 (ones). The formula is, -6 + 1 (number of parts) = 6 (ones), (size of part).

6 viewed as a two gives how many in one of its parts? The answer is,—3 (ones). The formula is,—6 + 2 (number of parts) = 3 (ones), (size of part).

6 viewed as a 3, gives how many in one of the selected units? The answer is,—2 (ones). The formula is, -6 + 3 (number of parts) = 2 (ones), (size of part).

6 viewed as a 6, gives how many ones in the selected unit? The answer is,—1 (one). The formula is,—6 + 6 (number of parts) = 1 (one), (size of parts).

6 viewed as a  $\frac{2}{3}$ , gives how many in the selected unit? The answer is,—9 (ones). The formula is,—6 +  $\frac{2}{3}$  (number of the selected unit, or rather the part of the selected unit) = 9 (ones), (size of selected unit).

In this case, the meaning is,—"What is the size of the number,  $\frac{2}{3}$  of which = 6?"

6 viewed as a  $\frac{1}{3}$ , gives how many as the selected unit? The answer is,—18 (ones). The formula is,—6 +  $\frac{1}{3}$  (number of the selected unit, or part of the selected unit) = 18 (ones), (the size of the selected unit).

In all these cases, the divisor indicates the number of parts.

6 viewed as made into 3's, gives how many 3's? The divisor here indicates the size of the part, and the quotient the number of such selected units. The formula is, -6 + 3 (size of part) = 2 (threes), (number of parts or selected unit).

6 viewed as made into 2's, gives how many? The divisor here (2), indicates the size of the part; and the quotient (3), indicates the number of such selected units. The formula is,—6 + 2 (size of selected unit) = 3 (twos), (number of the selected unit).

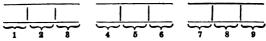
In  $6 + \frac{2}{3}$ , the  $\frac{2}{3}$  therefore, may indicate the size of the part or the number of parts; just as (3) may, in 6 + 3.

In the latter case, (that is, in 6 + 3), the meaning may be 6 made into parts the size of 3 (111) = 2 (threes); or, 6 made into 3 equal parts, gives as one of the parts, 2 (ones).

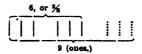
In the former case, (that is,  $6 + \frac{3}{3}$ ) the meaning may be 6 made into parts the size of  $\frac{2}{3} = 9(\frac{2}{3})$ . The formula is,  $-6 + \frac{2}{3}$  (size of selected unit) =  $9(\frac{2}{3})$ , (number of selected unit).

In the other case, the meaning is,—"What is the size of the selected unit  $\frac{2}{3}$  of which = 6?" The formula is,—6 +  $\frac{2}{3}$  (the number or part of the selected unit) = 9 (ones), (the size of the selected unit).

Thus in the first case, inspection shows that the answer is 9 (two-thirds). In this case, 3/3 (the divisor) equal the size of the parts; thus:—



In the other case,  $\frac{3}{3}$  equals the number of the selected unit; or, since it is less than unity, the part of the selected unit. That is, some number is a selected unit, and 6 is viewed as a  $\frac{3}{3}$  of it. It may be represented thus:—

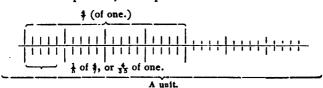


By inspection, it is seen that 6 made into the selected unit of which it is said to be 3/3, gives 9 (ones). The meaning is,—
This six is two-thirds of some number. What is the number?
To illustrate with whole numbers again:—

In 6 + 2, if 2 equals the size of the part, the answer is 3 (twos); if 2 equals the number of parts, the answer is 3 (ones).

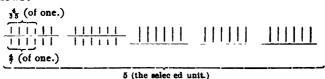
In like manner, if in 6 + 2/3, the 2/3 equals the size of the part, the answer is 9 (two thirds); but if 2/3 equals the number or part of the selected unit,—that is, if the question is—"What number would you have to take as many or as much of as 2/3, to obtain 6?"—it means that 6 is 2/3 of a number, and as before, the answer is 9, but it is not 9 (two thirds); it is 9 (ones).

In  $\frac{4}{7} \div 5$ , if 5 equals the number of parts into which the dividend is to be separated, the representation is as follows:—



The answer is,  $-\frac{4}{85}$  (of one); because the question was,—If  $\frac{4}{7}$  of 1 be separated into 5 equal parts, and one of these equal parts be taken, what is the value of that part? It is evident that the answer is  $\frac{4}{35}$  (of one).

If, however, in  $\frac{4}{7} \div 5$ , the 5 equals the size of the selected unit—(that is, if the real question is,—How many of the size of 5 is required to produce  $\frac{4}{7}$  (of one?)—the representation is as follows:—



The answer is in this case, as before,  $\frac{4}{35}$ ; but it is  $\frac{4}{35}$  (of a five).

# DEPARTMENT OF PEDAGOGY.

i(This Department is conducted by Arnold Tompkips Dean of the De Pauw Normal School, |

# METHOD IN HISTORY.—III.

HE division of our history as given in the preceding article does not include as one of its parts the discoveries and explorations. A division on basis of the difference in the growth of ideas could not name these events as a part of the subject. This series of events does not mark a movement in American thought, hence can not be a part of our history. They are in the field of General History. They should be studied as far as they help to show us how and when European nations planted their institutions in America. Their significance and their value are measured by this relation.

It was said that the first period of our life is ch-racterized by the development of local institutions. The institutions of the different colonies had no organic connection. They were isolated. There were no conditions to make them homogeneous. A careful study of this development will reveal two phases. One is a movement toward the diffusion of rights and privileges, while the other is a movement toward their concentration. is the organizing idea of the New England group of colonies, and the second is the organizing idea of the Southern colonies. These two phases of growth set at ate our colonial history into its two most important parts. But an organizing idea is to aid in interpretation as well as division. If diffusion is the true principle of growth for the Northern colonies, we shall find events conforming to it-being caused by it and in turn causing it. is, the events relating to government, religion, education, social, and industrial life will be caused by and be the cause of a moveement in the minds of the people toward a wider and freer participation in the affairs of these institutions.

Let us see. The Massachusetts Bay colony was the most conservative in the Northern group, hence, diffusion will be least marked there. The charter of this colony suited equally well a

despot or a democrat—it gave twenty six persons the right to rule as they pleased. These persons before leaving England, admitted others to the rights and privileges granted by the charter. In 1631 the right of suffrage was extended to church members. In the next year two men from each town were called to confer with the authorities about raising a public fund. This was made permanent in 1634 by giving the towns representation in the colonial assembly In 1635 local courts were established and the Town Meeting, the most democratic institution of the age, was made a legal governing body. In 1641 the Body of Liberties, the Magna Cherta of American institutions, was formulated by the General Court and ratified by the towns of the colony. These points indicate the movement in political thought. existence of a party in favor of the ideas of Roger Williams and Mrs. Hutchinson proves a movement toward greater religious toleration. Their banishment produced a reaction in this direc-This same movement in public sentiment forced the authorities to cease punishing Quakers and Witches. The Puritan church organization was thoroughly democratic-the local congregation being sovereign. The centralization of religious authority in a Pope or a Bishop was in opposition to everything These things show the trend of religious thought. education nothing in that century did its work so well and so widely-nothing tended so much to bring the same opportunity to all men so perfectly—as did the free school of New England. The same tendency is noted in industrial life. The great variety of occupations there guaranteed to all men equal opportunity and a just return for his labor. These illustrations show a rapid movement toward a wide diffusion of the blessings of all forms of institutional life. Every important event must have its causes and effects connected with this principle of growth. The student must discover this general truth in each event both as cause and effect is interpretation. This is putting a thread of thought through New England colonial history. Again, this principle of growth—the diffusion of rights and privileges-must be the standard for testiag the relative value of the events in this group of colonies. Which events take first rank? Which are to be studied longest?

Shall we give more time and 1 bor to the landing of the May flower than to the ideas landed? How is the teacher to know which deserves the greater attention, the early skirmishes with the Indians or the origin and nature of the Body of Liberties? These questions are answered by finding which of these events was touched most intimately by, and contributed most efficiently to, the growth of this law of New England's institutional development.

In the Southern colonies is seen the operation of the opposite principle—the concentration of political influence, religious organization, educational privileges, social position, and the results of industry in the hands of a few, the slave-holding aristocracy. The phases of this principle must furnish the parts of Southern colonial history, while the connection of events with the growth toward concentration, either as cause or effect, or both, must be the means of obtaining their historical significance and the measure of their value.

W. H. M.

## THE FUNDAMENTAL CONCEPTION OF METHOD.

Fundamentally considered, method is the necessary activity of the mind in learning a subject. Or, what amounts to the same thing, it is the mental process constituting a subject. has been well said that "The law in the mind and the fact in the thing determine the method." This statement reduced toits lowest terms would be this: Method is the process of the mind in the subject. A knowledge of method is conditioned by a knowledge of mind and subject; but all study of method reduces this duality to unity, finding the method by a study of the mind in the subject—in the mental processes constituting the subject. The subject is not one thing and the mind another. A subject is the organic unity of mind and object, and knowledge is an organic process resulting from the two factors, mind and The process constituting knowledge is method. question of method, therefore, resolves itself into the question of philosophy: What is the nature of knowledge?

In the act of knowing, the mind and the object become one, the mind of the thinker identifies itself with the mind, or thought, in the object. Every object is thought; if not we could not

think it. To think an object is to transmute it into the thought processes which created the object. The mind, the thought, of the thinker becomes identical with the mind, the thought, of a thinker embodied in the object. To think the Niagara Suspension Bridge is for the mind to retrace, to become one with, the thought of the constructor. To think a plant or the universe is to think God's thoughts after him. Knowledge is, therefore, the transmuting process by which the mind of the thinker identifies itself with another mind in the object thought. It is an organic process, because without the two factors, thinker and object, there could be no knowledge; and, more intimately related than this, neither factor can exist without the other. thinker can not be conceived without an object thought; neither an object without a thinker. The thinking subject and the object thought are correlative terms; a conception of either involves a conception of the other. Hence we say that knowledge is the organic process by which subject and object, or thinker and thing thought, become one. Method is only another name for the organic process called knowledge.

It may be said that this is only method in learning, and not method in teaching. This is true, but the method in learning determines the method in teaching. The teacher produces in himself the pupil's process of learning in order to produce the process in the pupil. The pupil's process of learning determines the teacher's process in the act of teaching, whether this act be physical or mental. The two minds move as one in the teaching act. Therefore, the teacher must ascertain the method of the learner as a fundamental condition to his method of teaching.

It follows from the foregoing that the method of teaching a subject can only be ascertained from the process of the mind in knowing a subject. A method can not be contrived, but is as fixed as the laws of gravitation. It can not be brought to a subject and applied; but is in the constitution of knowledge in the subject itself. In one of our school journals, it is said that the teacher needs not a knowledge of methods so much as a broader scholarship and a more intimate acquaintance with subject matter. This is a just criticism, if aimed at the popular con-

ception of method; for nothing so much forestalls the life and growth of a teacher as the thought that teaching is something he can learn how to do apart from the real process of teaching itself,—that teaching is an art of applying external instrumentalities rather than a process of living the mental life which the pupil is to live. The fund mental conception of method would remove the cause for such criticism; for knowledge of such method necessitates the most intimate knowledge of subject, and the bro deat scholarship.

The foregoing abstract statement of method will be illustrated in full in a following number of the Journal; and this will be followed by a discussion of the teaching value of this conception of method.

## ANALYSIS AND SYNTHESIS.

No process in education is more prominently employed than that of analysis. This process seems to be characteristic of the present phase-teaching. Whether it be in reading, history, grammar, or geography, the topic must be separated into parts and the parts made to stand over against each other. So far this is good. But this is only one phase of the mastery of a subject, and, too, a subordinate one. We too often fail in our process of thought by not synthesizing what we have analyzed. All analysis is for the purpose of synthesis,—all differentiation for the purpose of integration. True, the mind first perceives the whole and then the part; yet it is equally true that the mind should return from the parts to the whole. The parts exist for the whole; and a perception of the parts conditions a perception of the whole.

The egg, in the process of incubation, undergoes a process of separation,—it divides and redivides until all the parts of the chick are developed; yet in the process, there is going on at the same time a higher union of parts. The heart and wing are more highly integrated—have a much closer inter-dependence—than the parts of the egg in the beginning of the process of separation. The chick, while resulting from a process of separation in the egg, is a much more closely integrated, synthesized whole,

than the egg. This process of evolution in the egg is the type of thought in its correlative processes of analysis and synthesis. The former means nothing without the latter; and the latter is impossible without the former. The latter is the higher mental act. A mind may be characterized by power of analytic penetration, yet weak in binding parts into organic wholes.

The application to be made here is this: The student's mental processes must not stop with analysis; but all parts resulting from analysis must be unified by synthesis. There is a tendency at present to be satisfied with analysis. Recall the many devices for displaying whole and part relation in history and other subiects by spreading the matter into outlines; in grammar, the emphasis put on analyzing and diagramming. When the whole subject of history is seen apart in events the work is scarcely begun. These events must be unified in the one thing of which they are the event. Instead of analysis in grammar, we should have synthesis. The sentence is already separated into obvious parts; these parts need to be integrated into the organic unit of the sentence. The thought expressed by the sentence is an organic unit; and the purpose of the so called sentential analysis is to show how the sentence conforms to the organic unit. When the subject of the sentence consists of many words and phrases, the student is to show how all of them are organized about the one idea expressed by the subject. In the reading lesson, the student is not so much to point out the parts as to show how all the parts are organized within a central theme.

I am not sure, therefore, but that it would be well for us to speak of synthesizing the sentence, the reading lesson, etc., instead of analyzing them; for the finest power of the mind, that of organic unity in thought, is sadly neglected by the emphasis given to analysis without the correlative process of synthesis.

A teutonic friend ran a foot-race and lost it, but he ran again and won. He said: "I'm first at last, if I vas pehind pefore."

In the philosophy of youth there is no such word as Kant.

# COUNTRY SCHOOL DEPARTMENT.

[Conducted by W. H. CAULKINS, Supt. Tippecanoe County.]

## READING.

EADING has but one end, that of getting thought from the printed or written page. The teaching of reading has but this one thing in view: to train the power of the children to get thought from books clearly and rapidly. To train pupils to pronounce words glibly is not to teach reading. It is true that the only way we have of telling whether the pupil has the thought or not is to have him express it, either vocally or in writing. vocally he must give it the proper expression, if written he must reproduce the thought clearly in different language. Yet neither of these is a sufficient guarantee of his ability to read understandingly. Most pupils learn hundreds of words whose content they do not fully understand, i. e., they can pronounce them at sight. They easily learn to imitate expression in reading, and for this reason it is impossible to say definitely that a pupil understands a piece because he vocalizes it with fair or even excellent expression. He may do this and still not read the piece to any extent whatever.

Reading is the re-creation in our own minds of the thought of another which he has expressed in written language. To be able to do this implies a greater or less degree of skill and insight according to the nature of the thought. To re-create a picture of an object, as that represented by the word pine apple, it is necessary to have seen the object, or some picture of it, or to have such a description of it in known terms that it can be constructed from these. To re-create the reasoning for the demonstration of a theorem, implies a knowledge of all the concepts and their relations to be used. To think the thought of Emerson in his "Mountain and the Squirrel" it is necessary to have some knowledge of the inter dependence of things in the universe. To read "Marble Faun" implies a philosophic insight into the problems of ethics. To "read" rapidly implies a familiarity with the forms of the words used, and with their contents so that

as the eye glances rapidly over them, they may instantly call up the thoughts for which they stand. Now, keeping all this in mind, let us apply it to the problem of reading in the country school.

We find at once that both elements are present, and that of all teachers the country teacher needs to be the most expert. He has to teach classes from the alphabet to—Faust, we were going to say. First Reader, Second, Third, Fourth, Fifth, even Sixth appears before him—he needs a clear idea certainly as to what he is to do in each. In the First Reader there is presumed to be no word whose meaning—content—the pupil does not clearly know. First Reader teaching consists almost wholly of teaching the pupil rapidity in reading. He is not called upon to think unfamiliar thoughts. The dog chases the cat, and Mary sees the bird, on every page. Since this is true it follows that he must drill, drill, —not having the children read over and over the same sentences, but new ones from the board, containing the same words as are in the lessons. Thousands of these board lessons should be given. Lessons should be very short and frequent. More or less copying of new words in sentences should go hand-in hand with this, as teaching the form aids in fixing it in the memory. Every First Reader word should be learned with absolute thoroughness. All the thought-lessons of this year should be from selections read to the children and then discussed.

In the Second Reader work the real thought reading begins. Every lesson containing thoughts new or unfamiliar to the children, should be thoroughly analyzed and discussed by the teacher until she is absolutely sure that each pupil understands as clearly as he is able to do, the thought. Other pieces containing familiar thoughts may and should be used for drill pieces,—e. g, strictly thought-pieces in McGuffey's Second Reader are: "If I were a Sunbeam," "My Good-for Nothing," "Evening Hymn," "The Song of the Bee," "The Clouds," "The Kitchen-clock," "The Little Harebell," "What the Leaf Said," "The Wind and the Leaves," "Pretty is that Pretty Does," "God is great and good," "March," "Alice's Supper," "Cheerfulnesss." These should be exhausted of all meaning, and if proper questions be asked

we know from experience that nearly all children will give answers full of truth and real insight into the meaning. The other selections contain some adapted for thought work and drill-work both, others fitted only for drilling.

In the thought study of a piece more time is required than in the drill study. It follows that the thought-lessons of the second and third years should be longer than the drill-lessons. would therefore spend more than one day on a piece in the thought-study of it. In the drill-work much reading at sight of matter graded for that use should be done. Children's papers, other readers, story-books, etc., should be freely used. In the drill-work the rule is quantity of familiar thought, in the thoughtwork, quality of unfamiliar thought. As the work approaches the end of the Fourth Reader it should become more and more exclusively thought-work. So that for the last part of the Fourth Reader work and for the Fifth Reader work, but few selections should be studied, and those very exhaustively. The one thing to remember is that the pupil should re-think clearly and fully the author's thought. If this be done he will rapidly gain power to "read."

For the thought work, since the time is limited it is a good plan to write suggestive questions on the board intended to aid the pupil in understanding the selection. We can appreciate the truth of the pupil's saying he does not know how to study his reading lesson, by attempting to frame a set of these suggestive questions. Try it on Emerson's "The Mountain and the Squirrel," or on Bryant's "Snow shower." We know ourselves it is not an easy matter to see things when we neither know what to look for nor have the ability to see it clearly unaided when we find it.

More than five classes in reading are unnecessary in the country school. The first, second, and third should take in what are usually included in them. The fifth should take in pupils able to comprehend the thought in "Planting the Apple-tree," "The Snow-shower," or "The Mountain and the Squirrel." The fourth class should contain those unable to grasp these relations in their entirety. This class should be able to read appreciatively "Rip Van Winkle," and "Sleepy Hollow." The ratio of time given

to thought work to that given to drill-work for this class should be about 3:2, i. e., two lessons every week should be given to reading at sight some simple piece of narrative or description, the other three lessons to genuinely hard study of thought pieces.

We know from experience that such an arrangement of work combined with proper language lessons will produce a mind-growth scarcely to be equalled by any other subject. And when we consider that we are a reading-public it follows that the most essential thing a pupil can leave school with is the ability to read, i. e., to completely and accurately re-think another's thoughts from their written or printed expression, and to do this with ease and rapidity. Such a mind sees something more in Faust and Marble Faun than mere rhyme or romance.

## DISORDERLY TEACHERS.

Those who allow the pupils to think that submission is a compliment to a teacher. Order is not maintained for the teacher's benefit, yet thousands of teachers speak and act as though they kept order for their own advantage. Their piteous pleas for order are, "I can not stand your noise," "I must have order," "Stop talking or you will drive me distracted," "You can not think much of your teacher, or you would not behave so," etc., etc. Order should not, can not, be made to rest on such a basis. Order should be maintained that pupils may learn better, and that their characters may be developed in the surest possible way, by acting the right. Teachers should never fail to make this clear to their pupils.—Hughes' How to Keep Order.

# KINDERGARTEN PRINCIPLES IN PRIMARY WORK.

[This is a new Department, and is edited by W. N. HAILMAN, Supt. of the La Porter Schools. He is also the author of several educational works.]

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#### MAKING HABITS.

the child, as far as he acts at all, acts consciously and more or less in accordance with these new conditions. Placed a second

time under similar conditions, he acts still consciously, but partly under the impulse of memory, because he acted similarly the last time. Thus time after time, the action is repeated less and less consciously, less and less from considerations of expediency, more and more habitually, more and more automatically.

This shows how important is the adjustment of surroundings in educational work. Surrour dings give impulses and opportunities for action. By means of proper surroundings the child is started towards right habits all along the line. Suitable surroundings strengthen and establish whatever good habits the child may have, and starve out of him whatever bad habits he may bring to the school.

Yet surroundings alone, while they furnish impulses and offer opportunities to do, do not show the way. The finding of the way calls for skillful questioning, careful showing, thoughtful guiding on the part of the teacher. Yet these things should not clog the child's self activity. They should still leave him master of the situation, simply enabling him to see his way clear. Whatever habits he gets should not be forced upon him, but should be of his own making.

#### SOME OF THE HABITS TO BE MADE.

A few of the more valuable habits to be made at school are alertness, promptness, neatness, industry, persistence, thoroughness, thoughtfulness, caution, considerateness, truthfulness, kindness. Possibly all these might be summed up in the habit of obedience, for each implies obedience or adaptation to some purpose or condition. Yet this obedience should be seeing, not blind; should rest on hope, not on fear; should look to the child's purpose, not to some one's arbitrary command; should be the obedience of a master, not of a slave.

## ADDITIONAL HABITS TO BE MADE.

Other valuable habits refer to the ways of getting and using knowledge. The learner needs a habit of methodical observation and experiment. When he comes a cross a new object, he should habitually begin his examination of the object at the right point and proceed in a methodical fashion, so that he may reach complete knowledge. When it becomes necessary to acquire a

new skill, he should follow methodical habits of thoughtful practice. At all times he should habitually refer all new experiences, all fresh knowledge, to what he already knows. Thus he will gradually acquire the habit of having at all times all his knowledge, as well as all his skill, at his finger's ends, respectively, at his tongue's end; the habit of always doing and saying the right thing at the right time; of always accomplishing his purpose economically, with the least possible expenditure of force, with the least possible friction.

#### REPETITION THE HIGHWAY OF SUCCESS.

Of course, thoughtful repetition alone can lead to success. Not a merely mechanical repetition of exactly the same thing, however; but a repetition with a measure of thought in it which at each new doing or saying insures a little better success, a little clearer insight. Not a random, chaotic repetition, at irregular or whimsical intervals; but a rythmic repetition which enables the student to foresee and study the successive steps or pulses and to establish order in his thought.

Thus in counting with beads, e. g., let it be one red cube, two yellow cylinders, three blue balls—several times in succession, maintaining parallel rythmic successions of number, form, and color; and do not whimsically mix numbers, colors, and forms.

#### LEAD NOT INTO TEMPTATION.

Avoid scrupulously, during the period of habit making, all manner of temptation to evil. Make no intentional blunders. Do not intentionally expose the child to the possibility of going astray. Let his surroundings, in so far as you control them, in example and precept, in impulse and opportunity, exclude even the shadow of temptation to evil. The child, at first, knows not good from evil. He feels only the desire to do, and he embraces every opportunity to do. If he only gratifies the instinct of action, he cares little for good or evil in the result. Every temptation weakens him. Keep it out, as you would deadly poison. Let all you do point and pull upward, in the direction of truth and goodness and beauty.

## FOURTH GENERAL PRINCIPLE OF METHOD.

All that is done should be connected with some social purpose. Possibly the most valuable habit the school can give the child is the habit of social purpose, of active good-will. It is not enough that men should live and know and do; he should refer these things habitually to wider and higher social groups of which he is a part. If he lives and knows and does for himself alone, he is in spite of attainments more brute than man; and he is justly feared or hated by men.

Nor is it enough for him to keep from doing evil; he should have the desire and the habit of doing good, of actively helping wherever he can do so without neglect of higher or nearer duties.

For this purpose the school should enable him, by means of suitable exercises and devices connected with every phase of social life, to discover the great value of social purpose to himself and his own great value to social endeavor on the part of others. It should give him the habit of reasonable, far-seeing self-sacrifice and of modestly persistent self-assertion.

In this direction the sand table, group table, games and songs, the school-garden, the decoration of the school room, subdivision of labor in certain lessons or other tasks, are valuable helps to the teacher.

# THE SCHOOL ROOM.

[This Department is conducted by G. F. Bass, Supervising Prin. Indianapolis schools.]

# USE THE BOOKS.

any pupils enter the high school with very little power to get anything definite from a book. A question must be put on the board for every point in the lesson, and a time given for the pupils to hunt the answers to these questions, or else the lesson is not learned. This is wrong. There must be something wrong in the grades below the high school if this is the outcome of the work of these grades. It is the duty of the teachers in these grades to find what it is and correct it. Let

each teacher study his own work thoughtfully to see what the natural result of it must be. Let us look at arithmetic, for example.

A class is beginning Percentage. The teacher puts the following example on the board: "What is 15% of \$275?" He gives the following explanation: "15% of any number is .15 of it. .15 of \$275 we find, by multiplying \$275 by .15, to be \$41.25." The work accompanied the explanation. He then places ten examples on the board like the following: (1) What is 3% of \$278? (2) What is 4% of \$364.50? (3) What is 4%% of 363 feet? (4) What is 11% of 73.5 lbs.?

The pupils solve these on paper and hand the papers to the teacher at close of study hour. The teacher solves these original (?) problems himself to get the correct answer, and some time between 4 and 11 P. M. he marks each answer on each of the forty papers. These papers are passed to the pupils early the next morning, and those who did not get "a hundred" proceed in various ways (some of which are questionable) to "make up their work." The recitation follows and consists chiefly in listening to explanations (?) by pupils who have "made up" the work.

As it seems to us there are several objections to this kind of work. We shall, at present, mention only one,—the complete ignoring of the book. This has two results that are bad,—(1) it creates a habit in the pupils of depending on the teacher for all explanations, instead of forming in them the habit of using the book and getting from it all they can; (2) it takes the time and physical strength of the teacher that might be productive of better results if properly used.

The explanation given by the teacher may be found on page 190 of Complete Arithmetic, used in our state. Why not have the pupil see whether he can get it by reading it from the book? Let him read carefully what precedes this on pp. 187 and 188. Let him with his book before him read and solve the "oral exercises" beginning on page 188. The teacher may supplement this whenever he finds it necessary. Then say to the pupils, "Turn to p. 190 and read the explanation of the first problem

to see how these should be put on paper and explained." They are now learning to use a book. They will in all probability learn to express themselves arithmetically, on paper. Have them take pencils and try those problems in the book. Why not? They are as good as those placed on the board. In fact a comparison will show that they are exactly like them with the exception of a number in each. Putting examples on the board at this stage is a waste of time and strength on the part of the teacher.

But a teacher replies, "The answers are in the back of the book and the pupils will depend on the answers!" Well, what of it if they do? Teach them how to use the answer. Teach them that it is a help—a kind of crutch that the lame need—and that it is right to use it properly when it is needed. They should understand that when their answer differs from the one in the book it is best to assume that theirs is wrong. They should then go over the work thoughtfully to see whether the method of solution is correct. Finding it correct they know that the mistake must be in computation. They should now go over the work with great care till they are certain the result is correct. If the answer does not then correspond with the one in the book while those in the class agree, it is pretty good evidence that the book answer is wrong. It seems to us this is a legitimate use of the book.

Supplement this work by giving problems differing from those in the book, not only in the numbers they contain, but also in the conditions given. These will test the power the pupils have gained. There is too much time given to testing, however, and not enough to teaching—reading and talking with the pupils, leading them to investigate for themselves. This is as true of geography, grammar, etc., as of arithmetic. Pupils in the eighth grade, even, seem almost helpless if left alone with a book.

### ANALYSIS.

Some teachers seem to think that a pupil understands grammatical analysis when he can say, "This is a sentence because it is a thought expressed in words. Sugar is the subject because

it expresses that about which something is thought. Is is the predicate because it tells what is thought. Sweet is an attribute complement because it completes the predicate and belongs to the subject."

It will be observed that all these statements are general—i. e., what is said of this sentence—"Sugar is sweet"—may be said of any sentence. What is said of this subject might be said of the subject of any sentence, and so with regard to what is said of the predicate and complement. We have heard pupil after pupil in recitation go through with these formulas. We have sometimes submitted such expressions as "That man walking in the street," and asked them to analyze it. Nine out of ten of these formula sayers will begin by saying, "This is a sentence because it is a thought expressed in words" They say it from habit. They have not formed the habit of looking for the meaning. They have learned a few general statements, but have not learned to apply them to special cases.

Why not drop the formal recitation occasionally? Ask what is the least number of things we must have in mind to form a thought. They may not know what this question means. any easier one, - Must we have something to think about? The pupils smile and say, "Yes, of course." What else must we have? We must know something to think. Have we a thought vet? "No, we must think what we know about the object we have in mind." Now, if a sentence expresses a thought, how many things must it express? "Two," "Three." A difference of opinion! Review what has just been given. "Three" is agreed upon. Which of the three is not expressed by the words "A man walking in the street"? It is soon decided by a little skillful questioning on the part of the teacher that there is no word showing that we did think walking of a man. Some pupil offers to supply one. Let him do so. He is thinking. Encourage him. He says that if we place was before walking it will be a sentence. Pupils are then asked to test it by finding words to express each thought-element. It is agreed that the word man denotes the object we are thinking about, and it is therefore the subject of the sentence; that was walking denotes

what we had in mind to think of man and that we did think it, therefore it is predicate; that "in the street" denotes where the walking was done, so it is a modifier of the predicate.

By this plan the pupil is led to a study of the words as used in the particular sentence under consideration. He forms the habit of examining carefully. We are aware that this plan may be abused almost as much as the formula plan is. Use common sense in every thing is a good motto.

# SHORT NOTES.

MAKE a list of misused words that you notice among your pupils. Teach their correct use. Many mistakes would disappear from the country if every teacher would follow a plan of this sort. "I hain't got no book" is a common mistake. "I don't like these kind of apples" is another. "It don't make no difference" contains two mistakes that are often made. How easily the first one could be corrected when the pupil knows that don't means do not! It do not! No one would say this. "He don't know me." Would you say "He do not know me"?

We heard some pupils talking school on the street a few days ago. One said, "What provokes me so is I must study an hour and a half any how—no matter if I do get my lesson in a half-hour, I must study it one hour more." Said the other girl, "What do you do during the hour after you have learned your lesson?" "O, I just say it over and over, and I think it's a muisance."

Is it not strange that pupils will get such ideas as to what we require! We can not be too careful to have them understand what we mean.

EVERY lesson should be given for a special purpose. The teacher should have the general purpose clear in his mind before beginning. He should keep it in mind so clearly that an observer could easily discover what it is. Hap hazard work is not worth much. Some do not prepare, but depend on the inspiration of the moment. The better one is prepared the more he can take advantage of this inspiration.

## GENERAL INFORMATION.

### PLYMOUTH MONUMENT.

The National Monument to the Pilgrims, built in the town of Plymouth, Mass., was formally dedicated August 1, '89. monument is the result of the labor of the Pilgrim Society that had its origin in the Old Colony Club organized in 1769. 1819 the present society agreed to purchase a suitable lot for the erection of a monument to perpetuate the memory of their ancestors. In 1850 the society voted to erect this monument upon or near the rock where the Pilgrims landed, but they finally decided to build a small monument covering "Plymouth Rock," and a larger one on more elevated ground within a half mile of "Plymouth Rock." The reason for deciding to do this was that the ground where Plymouth Rock stands is a narrow strip of land close to the waters of the harbor and therefore not suitable for such an imposing structure as they proposed to erect. This large monument, that is now completed, stands on one of the highest hills of the town, northwest of the rock where the Pilgrims landed. It is of solid granite, and has an octagonal pedestal forty-five feet high. Upon this stands a figure of Faith thirty-six feet high. It cost over \$200,000. A full history and description of this monument would be interesting to pupils studying United States History, but space will not permit us to give either. Both may be found in several papers and periodicals.

### NEW STATES.

The Constitutional Conventions of North and South Dakota, Montana, and Washington have all adjourned, and the people will soon vote on the constitutions and select their state officers. After this the U. S. President will issue his proclamation declaring them States.

### AN AIR SHIP.

Dr. A. de Bausset has asked for leave to build an air ship at the Navy Yard in Charlestown. The ship is to be 732 ft. long and 145 ft. in diameter. It will be cigar shaped and made of very thin steel plates. He proposes to pump enough air out of this cylindrical ship to enable it to have a lifting power of about 125,000 pounds. It is to be propelled by eight screws like those of steam ships. The motive power will be electricity.

## EDITORIAL.

ORDERS for change of address of the Journal should reach this office not later than the 25th of the month, as the mailing list is made up at that time. Orders for change later than this always makes necessary double mailing. Don't forget to give the old address as well as the new.

QUESTION.—"Has the law regarding teachers' licenses, that was passed at the last legislature gone into effect?" Ans. Yes; last June.

THE NATIONAL EDUCATIONAL ASSOCIATION is almost certain to hold its next session at St. Paul, Minn. The officers are already well along with their plans, and everything looks favorable for one of the largest and one of the best meetings ever held.

TEACHERS' LIBRARIES.—Many counties have already started teachers' libraries, and many others are planning to do so soon. Most teachers would like to read more educational books than they feel able to buy. A well selected library would have a marked effect upon the teachers of any county. The county superintendents and teachers should join hands in this matter and made it go.

"Why don't you say something about us?"—Every "now and then" a county superintendent, or a city superintendent, or the president of a college will say to the editor of the Journal, "Why don't you say something about us? I haven't seen an item in the Jonrnal for a long time." The editor's reply uniformly is, Why don't you furnish the items? If you will from time to time send items in regard to educational matters I will insure them a place in the Journal. We are always glad to get news items.

### A "RING" IN THE NATIONAL ASSOCIATION.

The Popular Educator of Boston, and a few other papers are disposed to criticise the work of the National Association and charge that it is run by a "ring." The writer has been a member of the Association for a good many years, and has attended most of its meetings, and has never seen any signs of a "ring." It is true that certain active, energetic, wide-awake men have taken hold of the Association

and relieved it from a long standing debt, put it on its feet, put money into its treasury, and given it a standing worthy of its pretentions. In doing this these persons have taken the lead, and, of course, exercised influence in everything pertaining to the Association.

The Educator has gone so far as to say that the matter was "set up" at Nashville for the President-elect, Jas. H. Canfield. The writer was at Nashville, was put on the nominating committee without his knowledge, and voted for Mr. Canfield; and yet nobody asked him to do so and no one knew how he would vote when he was appointed. The writer stopped at "Head-Quarters" and was there during the entire session of the Association, and yet did not hear one word of "setting up."

It is true that the Association does not go outside its active membership for its officers; if it did its business interests would suffer. The fact is, that if the so-called "ring" did no more for the Association than these critics do, it would be dead and buried in less than five years.

### INSTITUTES.

The institute season is now over. Eighty-eight out of the ninety-two counties in the state have held their institutes and their record is made. The writer has visited from one to six per week since the last Monday in July, and so has had good opportunity to see the character of work done and note the improvement over that of former years. Without doubt there is a gradual improvement in institute work—it is growing less and less academic and more and more professional. The belief is now almost universal that the institute is not the place for the study of facts. However skillful the instructor he can teach but few things in regard to any subject of study in a single week; but he may give valuable suggestions and principles that will be useful in every I soon of the entire year.

There is a great difference noted in the management of these institutes. In some counties the attendance begins small, gradually increases, reaches its maximum Wednesday or Thursday, and fizzles out Friday afternoon. In others the full force are on hand Monday morning and remain till the close of the institute Friday evening. In some, at the tap of the bell, teachers are present and take their seats promptly so that the work can begin at once, and need not be disturbed by stragglers. In others teachers seem to make no effort to be present.

On approaching the school-house in which an institute was held the writer found no fewer than a dozen teachers lounging under the trees in the yard. As he passed through the hall he saw two or three small groups in side rooms visiting. In the hall was an enterprising book man in the midst of several teachers exhibiting his books and papers.

In the audience room was the institute, or what was left of it, listening to an instructive lesson. At recess several teachers went "down town" and the audience after recess was smaller than before. In this same institute teachers would get up and leave the room in the midst of an exercise, and once the instructor was compelled to stop and ask for attention and order.

This was the worst institute visited, but several others resembled this one very much in some of its features. Such things ought not so to be. They are absolutely inexcusable, and the superintendent is as responsible for this as is a teacher for the bad order in his school.

There is a good deal of time "fooled away" in many cases in "reading minutes." If it is thought necessary to keep minutes, except as to the merest outline, why not leave the reading and approval to a committee and thus save valuable time.

There is no question but that the institutes on the whole are improving in every regard, and the words of praise are many more than those of criticism.

# QUESTIONS AND ANSWERS.

## STATE BOARD QUESTIONS USED IN AUGUST.

|These questions are based on Reading Circle work of 1888 9.]

WRITING AND SPELLING.—The penmanship shown in the manuscripts of the entire examination will be graded on a scale of 100, with reference to legibility (50), regularity of form (30), and neatness (20). The handwriting of each applicant will be considered in itself, rather than with reference to standard models.

The orthography of the entire examination will be graded on a scale of 100, and 1 will be deducted for each word incorrectly written.

HISTORY.—1. What is the Civil Service Reform, and what is your opinion of it?

- 2. Give a short account of the erection of the first Electro-Magnetic Telegraph in the United States.
- 3. Name three causes of the War of 1812, and how were they adjusted in the treaty of Ghent?
  - 4. Discuss the influence of John Brown upon slavery.
  - 5. What was the Civil Rights Bill? Who was its author?
  - 6. Give a brief account of the railroad strike of 1877.
- 7. State the provisions of the Ordinance of 1787, which have been incorporated into our present school system.
- 8. Explain the difficulty between the President and Congress in 1866.
  - 9. What was the Credit Mobilier? (Any seven.)

GEOGRAPHY.—1. Discuss the subject of Mathematical Geography, presenting in outline the subject-matter which it is important to teach in a course in common school geography.

2. Describe at considerable length each of the great river systems of South America.

ARITHMETIC.—1. How many rotations will a wheel 12 ft. 6 in. in circumference make in rolling 17% miles?

- 2. What number is that from which if \$\frac{4}{2}\$ of itself be subtracted, the remainder will be 17?
- 3. How many cords of wood in a pile 28% ft. long, 12 ft. wide, and 9% ft. high?
- 4. Find the principal which will produce \$10.90 interest in 2 mo. 10 da. at 10%.
- 5. Show how to find the present worth of a debt due at a future time, without interest.
- 6. For what sum must a note, payable in 4 months, be drawn at a bank to obtain \$200, when discounted at 6%?
- 7. What is the compound interest of \$875 for 1 yr. 6 mo., interest compounding semi-annually at 8%?
- 8. Find the equated time in months and days for paying \$430 due in 5 mo., \$270 due in 8 mo., and \$300 due in 3 mo.
  - 9. Show how to find the product of two or more simple ratios.
- 10. If my investment in stocks at 10% discount pays 5%; at what price should the same stock be bought to pay 6%?

GRAMMAR.—I. Combine the following into a simple sentence: Immediately the lines of the galley were cast off she swung round. Midst the flashing of torches and the shouting of joyous sailors she hurried off to sea. She left Ben-Hur committed to the cause of the King, who was to come.

- 2. Write a sentence containing a relative clause modifying a pronoun of the second person.
- 3. Write a sentence having a clause as subject, and a clause as predicate.  $12\frac{1}{2}$ 
  - 4. Spake full well in language quaint and olden,

One who dwelt by the castled Rhine,

When he called the flowers, so blue and golden,

Stars that in the Earth's firmament do shine.

Parse the words in italics.

121/2

- 5. Parse "when," "stars," "that," and "shine." 121/2
- 6 and 7. Analyze the stanza in the fourth.

25

8. Define an adverbial element, and write a sentence containing three different kinds of adverbial elements.

SCIENCE OF EDUCATION.—1. Indicate a kind of school work that will tend to give habits of accurate observation.

- 2. Of what advantage is it to the teacher to understand that every thought or feeling tends to embody itself in word or action?
- 3. What law underlies the presentation of the whole before the part?
- 4. What is meant by a system of mnemonics? What are the objections to mnemonics as an aid to memory?
- 5. Who was Pestalozzi? What did he contribute to the development of sound educational thought?
- 6. What has been the influence of Fræbel's writings and educational work on the principles and practices of primary instruction?
  - 7. Upon what principles should questioning be based?
- 8. Upon what are the psychological grounds for a summary in a lesson based?
  - q. What is a mental habit? How are mental habits formed?
- 10. Moral science and psychology have what relation to the science of education? (Any seven.)

READING.—"Thinking, not growth, makes manhood. Still there are some who, though they have done growing, are still only children. The constitution may be fixed, while the judgment is immature; the limbs may be strong, while the reasoning is feeble. Many who can run and jump and bear any fatigue can not observe, can not examine, can not reason or judge, contrive or execute, because they do not think."

- 1. Write ten questions such as you would give a pupil in order to bring out the thought in the above selection.

  10 points, 5 each.
  - 2. Read a selection to be marked by the superintendents. 50

Physiology.—Write upon the following topics:-

- Food,
   Clothing,
- 3. Sleep, As related to the general habits of the system.
  - 4. Exercise,
- 5. Bathing.

## ANSWERS TO PRECEDING QUESTIONS.

READING.—1. What kind of growth is meant in the first sentence?

- 2. Define manhood.
- 3. Does manhood refer to men only?
- 4. Did you ever see such a person as here described?
- 5. Was he educated or ignorant?
- 6. How may we be able to observe and reason?
- 7. Define contrive.
- 8. Is mental training more important than physical?
- Q. When should we form habits of thinking and observing?
- 10. Are we forming such habits?

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ARITHMETIC.—1. 1\frac{7}{8} miles = 9900 feet.
                         9900 + 12\frac{1}{2} = 99 \times 8 = 792. Ans.
       3 of the number = 17
                   . .
                          =\frac{119}{3}=39\%.
  3. 28\frac{5}{6} \times 12 \times 9\frac{3}{4} + 128 = 26\frac{91}{156} C.
  4. $1 will produce $.019\frac{1}{2} in 2 mo. 10 da. at 10\%;
       $10.90 + .019\frac{1}{6} = $560.57 +, Ans.
       Divide the debt by the amount of $1 for the given time and rate;
the quotient will be the P. W.
      The proceeds of $1.00 for 4 mo. 3 da. at 6% is $.9795;
       $200 + .9795 = $204.186, Ans.
      875 000
         35 000 1st interest.
       910 000
         36 400 2d interest.
       946.400
         37 856 3d interest.
        984 256 comp. amount.
        875 000
      $109 256 Ans.
      $430 \times 5 = 2150 \\ 270 \times 8 = 2160
 8.
       300 \times 3 = 900
      1000
                     5210 	 5210 + 1000 = 5.21 	 mo. = 5 	 mo. 6 	 da. Ans.
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- 9. Multiply antecedents together and consequents together, cancelling common factors.
  - 10. Let 100% = face of stock, then 90% = investment, and 4½% = gain.
     4½% + .06 = 75%, Ans.

CORRECTION.—The answer to No. 4 of the arithmetic questions last month was incorrectly given. The person who answered the questions gave the correct answer, \$64.80, but the proof-reader misread the problem and made the change. The proof-reader has some excuse for making the mistake, as Brussels carpet is never a yard wide and is never sold by the "square yard," as the problem implies.

HISTORY.—1. Since the time of Jackson appointment to office in the government service has been secured largely as a reward for political service; by this means many unworthy and unfit men have secured lucrative offices. Recently laws have been passed by which candidates for many offices are selected by competitive examination, and by which men are not subject to removal solely for political reasons. This is "Civil Service Reform."

- 2. The inventor of the telegraph, Prof. Saml. Finley Breen Morse, began his experiments in 1832. In 1837 he obtained a patent on his invention. In 1843 he with difficulty obtained from Congress an appropriation of \$30,000, to erect a trial line. In 1844 he erected a line between Washington and Baltimore, the first telegraphic line in the world.
- 3. The unjust restrictions upon American commerce. The claim made by England to board American vessels and search for deserters and for other purposes. The impressment of American seamen. The treaty of Ghent did not even mention the issues to decide which the war had been fought.
- 4. John Brown's career and his raid at Harper's Ferry greatly increased the bitterness already existing between the North and the South. It aroused anew the hatred of slavery in the North, and greatly incensed the South against the Abolitionists of the North, and no doubt hastened the coming conflict.
- 5. A bill to secure to the freedmen of the South the full exercise of citizenship. Its author was Senator Lyman Trumbull, of Illinois.
- 6. In the spring of 1887 the managers of the great railways leading from the seaboard to the west declared a reduction of 10% in the wages of their employés. This was to take effect in July, and was violently resisted by the men. The strike was almost universal over the North; trains on all the important roads were stopped and business was paralyzed. Rioting took place in many large cities, notably Pittsburgh, Chicago, and St. Louis; many lives were lost, and millions of property were destroyed.
- 7. The only reference to the schools in the Ordinance of 1787 is the following sentence in Art. III.: "Religion, morality, and knowledge being necessary to good government and the happiness of mankind, schools and the means of education shall forever be encouraged."
- 8. The difficulty grew out of the question of reorganizing the Southern States. President Johnson held that the ordinances of secession were null and void, and that the states had never been out of the Union. Congress held that the acts of secession were illegal, but that the seceded states had been by these acts actually detached from the Union, and that special legislation and special guarantees were necessary to restore them.
- 9. The Credit Mobilier was a joint-stock company organized in 1863 for the purpose of facilitating the construction of public roads. In 1867 another company purchased the charter and increased its capital to \$3,750,000. Much of the stock was owned by members of Congress, which gave rise to much corruption and a great political scandal.

GEOGRAPHY.—I. Mathematical geography treats of the form, size, and motions of the earth, of day and night, and the seasons. There should be taught the shape of the earth, and the proofs; its size and the inclination of its axis; the points of the compass; all the circles used on the map; latitude, longitude, zones, etc.; the motions of the earth; the cause of the change of seasons, etc., etc.

GRAMMAR.—2. Ye who are strong, help the weak.

- 3. What we do to-day is what we regret to-morrow.
- 4. Spake is an irregular intransitive verb; indicative mode, past tense, third person, singular number, to agree with the subject one. Full is an adverb, modifying well. Olden is an adjective, and belongs to language. One is a pronominal adjective, referring to some person understood, third person, singular number, and is the subject of the verb spake.
- 5. When is a conjunctive, joining the two clauses. Stars is a noun in the objective case, in apposition with flowers. That is a relative pronoun, relating to stars, nominative case, plural number, subject of the verb do shine. Do shine is an irregular intransitive verb, indicative mode, present tense, third person, plural, to agree with its subject stars. It is in the emphatic form.
- 6-7. A complex declarative sentence. The principal proposition is, "One spake full well in language quaint and olden." The first subordinate clause, "Who dwelt by the castled Rhine," modifies one; the second, "When he called the flowers, so blue and golden, stars," modifies spake; the third, "That in the earth's firmament do shine," modifies stars.
- 8. An adverbial element is a word, phrase or clause, used to modify a verb, an adjective or other adverb.

I am afraid that it is too good to be true.

Science of Education.—1. Writing descriptions of familiar objects. Talks upon flowers, animals, etc.

- 2. It enables him to understand the character of his pupils, and will aid him in controlling and guiding them.
- 3. It is the law of the mind to see objects as wholes, and afterwards to examine the parts.
- 4. A system of precepts and rules intended to assist the memory. They train the mind to an artificial relation, and thus weaken its power by neglecting to cultivate the natural method of association. The mnemonic words or sentences are themselves difficult to remember and fade from the memory.
  - 5. He was a Swiss educator, born at Zurich, January 12, 1746.
- "He freed pedagogy from all preconceived and dogmatical limitations; made it a natural science to live and grow like other sciences. He insisted upon constant self-activity on the part of the child. The

teacher's activity is only directing or guiding, impelling or inducing. He aims at self-active growth of insight, in continuous progress and exhaustive completeness."—Hailman.

- 6. The influence of Frœbel has tended to the establishment of kindergartens, where at an early age the education of the child is begun. He held that the education of a child must begin at birth. He placed in the hands of the children gifts—such as balls, cylinders, triangles, cubes, etc., gradually introducing the idea of color, size, form, number, etc. He also laid great stress upon the training of women for the work of early education.
- 7. Questions should be formed so as to draw out the thought of the pupil; to guide his mind in the right direction; to fix in the mind the important points; and to enable the pupil to comprehend the difficult points.
- 8. A summary collects into one view many related things. It helps to fix in the mind, in consecutive order, the important points of a lesson; it serves as a frame-work upon which much may be built.
- 9. A mental habit is a mode or manner in which the mind has become accustomed to act. Like all habits they are formed by continual repetition.
- 10. They lie at the foundation of the science. To cultivate the mind implies on the part of the educator a knowledge of the laws of the mind.

# DEPARTMENT OF QUERIES AND ANSWERS.

[This Department is conducted by J. C. GREGG, Superintendent of the Brazil Schools.

Direct matter for this department to him.]

### QUERIES.

- 217. A garden is in the form of a regular octagon, and its area is two acres; find one side.

  RETTA WEIR.
- 218. "He commanded the gun to be fired." Give the construction of gun and to be fired.
- 219. What is the distinction between the "Code" and the "Statutes of Indiana," as applied to the laws of this state?

WALTER D. JONES.

220. Who was the first authenticated reporter?

CHARLES E. COOPER.

- 221. A traveler on a train notices that 2½ times the number of spaces between the telegraph poles passed in a minute is the rate of the train per hour. How far apart are the poles? H. F. DILGER.
  - 222. What was the "Battle of the Kegs"? D. O. L.

- 223. Who would have become President if Johnson had been impeached?

  T. H.
- 224. A circle and a square are each 320 rods in perimeter; which has the greater area? How much? IOWA.

#### ANSWERS.

205. It was a mission appointed for the purpose of ascertaining whether the building of the canal was an encroachment on the Monroe Doctrine.

JAS. F. HOOD.

206. No answer received.

- 207. A new party appeared in 1852 in the form of a secret oath-bound organization, of whose name and nature nothing was told even to its members, until they had reached its higher degrees. Their consequent declaration that they knew nothing about it gave the society its popular name of "Know-Nothings." H. S. BURLINGAME.
- 208. Let P and Q be the given points and A B the given line. Join P and Q and produce the line till it meets A B in some point C. Now draw any circle passing through P and Q, and from C draw a tangent C D to this circle. In A B take C E = C D and E will be the point where the required circle is tangent to the line. Now having three points the solution is easy.
- 209. Construct a square whose side is A B = X. Represent the spring by C and draw A C = 40, B C = 20, and F C = 30. From C drop the perpendiculars C D and C E upon the sides of A B and B F. From the triangle A B C w. easily get—

A D = 
$$\frac{X^2 + 1200}{2 X}$$
 and C D =  $\sqrt{40^2 - \frac{(X^2 + 1200)^2}{4 X^2}}$ 

From the triangle B C F we get-

B E = 
$$\frac{X^2 - 500}{2 \text{ X}}$$
 But B E=C D, hence  $\sqrt{\frac{40^2 - (X^2 + 1200)^2}{4 X^2}} = \frac{X^2 - 500}{2 X}$ 

...  $X^2 = 2097.053718$  sq. rods, or 13.106586 acres.

JOHN MORROW.

210. The President pro tempore of the Senate is a member of the Senate and must vote every time the yeas and nays are called for. He does not give the casting vote in the case of a tie, if he has previously voted as a member. (See Andrews' Manual of the Constitution, page 64.)

JAS. F. HOOD.

CREDITS.

Dan. R. Brown, 204-9; Jas. F. Hood, 202-3-5-7-10; C. R. Perrin, 207; John Morrow, 209, 187; P. B. Hays, 207; M. C. Weddel, 207; Walter D. Jones, 207; Fred. Jones, 207; R. J. Aley, 208-9; D. A. Rothrock, 204-9; Katie Rasp, 207; Prof. A. M. Scripture, 208; J. F. Nichter, 202; Charles E. Cooper, 210; H. S. Burlingame, 207-10.

Shall we not have a solution for 201?

## MISCELLANY.

UNION City.—The report for the year ending June '89 shows well for the schools and for the superintendent, Jas. R. Hart.

WABASH COLLEGE opened this year with a greatly increased attendance. The present senior class is the largest in the history of the college.

DE PAUW UNIVERSITY NORMAL SCHOOL has opened with a 40% increase over the fall term of last year. The new Dean, Arnold Tompkins, is happy.

THE NATIONAL LIBRARY ASSOCIATION of Chicago has purchased the business of the National Book Exchange of Indianapolis, and will supply members of the Exchange with books at wholesale prices.

DRINKWATER & SIPE, two former pedagogues, have sold out their cheap book department to the National Library Association of Chicago. They will continue to sell jewelry at wholesale prices at the old stand in Indianapolis.

J. M. PLACE, of Harrisburg, Pa., proposes to publish "A History of the Johnstown Disaster," full and accurate, the proceeds of which are to be given to "printers, orphan children, and aged men and women who suffered by the flood.

CENTRAL NORMAL COLLEGE, at Danville, has started out with a large attendance this year. The faculty now numbers thirteen, with Chas. A. Hargrave at its head. Judging the future by the past this will be a prosperous year for the Central.

FREMONT GOODWIN, superintendent of Warren county, has prepared a very complete blank upon which to make report of Township Institutes; also of the Teachers' and Children's Reading Circles. They will certainly aid in securing uniform and definite reports.

THE INDIANA NORMAL COLLEGE, at Covington, is coming to the front under the presidency of W. R. Humphreys. It is not so large as some of the other schools, but it claims to give its students more personal attention and thus insure more thorough training. Circulars of information sent on demand.

PURDUE UNIVERSITY opens prosperously. Last year the enrollment was 440 students. This year the enrollment up to date has been about fifty more than it was at the same time last year. This would indicate an attendance of about 500 for the year. About \$50,000 will be spent for improvements this year. The work shop has been enlarged to double the capacity it had last year, and \$6,000 worth of new machinery has been placed in the addition. This makes one of the largest and best equipped mechanical shops in the country. Every place in

the shops was filled at the beginning of this year. The NEW ELECTRICAL LABORATORY will be one of the handsomest and largest buildings on the campus. It will cost about \$20,000 and will contain about \$10,000 worth of apparatus. The second story will be used for drawing rooms for the mechanical department. The facilities in the School of Chemistry will be nearly double what they were last year. President Smart is in a good humor.

WARSAW, situated on the line of the Cincinnati, Wabash & Michigan Railway, is one of the prettiest towns in Northern Indiana. It is is situated on the shore of a lake and is in the vicinity of two or three other lakes, and is rapidly becoming a noted place of summer resort. Two parks bordering on these lakes have been highly improved. The hotel at Spring Fountain Park is the finest "lake" hotel in the state. No hotel has yet been erected at Lake Side Park but one is promised. The writer recently took in Warsaw and its surroundings and was much pleased.

VALPARAISO NORMAL SCHOOL.—The following sentences copied from a letter just received from Prof. H. B. Brown gives the key to the situation: "Our new year has opened very prosperously indeed. More have registered for the entire year than at any other time. All of the regular classes are large. The improvements that we have made have been the means of adding much to our attendance. During the present year we hope to make still further improvements, which will add very much to the comfort and profit of those who come here."

This school has for years been the largest in the United States and is still growing.

WHITLEY CO.—Under the direction of county superintendent Alex. Knisely, this county had a grand "Country School Day" on Sept. 21. Premiums were offered for Writing, Drawing, Reading, Declaiming, Singing, Foot-Racing, Leaping, Sack-Racing, Tug-of-War, Military Drill, and Big Delegations. This goes to press before the results are known. With a fair day it can be safely stated that the crowd was immense, and everybody had a grand time. A similar picnic was held last year and was a great success in every particular. Supt. Knisely knows just how to make a success out of such an affair.

THE STATE NORMAL SCHOOL has opened in its new home with an increased attendance. The enrollment at the opening exceeded that of any preceding year in the history of the school. The new building is a beautiful one and is a great improvement over the old one in its finish, its arrangement, and in its general adaptation to the purposes for which it is intended. The new library and the new apparatus far exceed the old. Considering the interests of the school alone, the fire that destroyed the old building was a great blessing. Pres. Parsons is delighted with his new surroundings and the bright prospects of the school.

## A THOUGHT FROM THE GERMAN.

#### EVA MAY TUCKER.

Joy and Sorrow form a part
Of each pulsing human heart;
In the soul's deep caverns 'bide
These two sisters, side by side,
So near are they.

Blithesome, gladsome, gay, is Joy, Ever trying to decoy Sorrow from the heart's dark aisles Back to the light of her own smiles, So bright are they.

Sometimes Sorrow falls asleep!
Joy, on tiptoe, vigils keep,
Lest her foot-falls near Grief's door,
Rouse her ere her nap is o'er
To sleep no more.

FRANKLIN, IND.

### COUNTY INSTITUTES.

MONTGOMERY CO.—S. E. Harwood and J. F. Warfel were the chief workers here. They were assisted by W. A. Bell, E. E. Griffith, Rev. G. W. Switzer, and others. The week's work was pleasant and profitable.

FULTON Co.—Held a good institute this year, which was fairly attended. The work was done by S. E. Harwood and W. R. Houghton. The improvement in this county is very marked. A. J. Dillon is the superintendent.

VERMILLION Co.—"Our attendance was ten percent more than all the teachers required to fill the schools. We opened each day at 7:45, and did not have a dozen cases of 'tardiness' during the entire institute." Splendid.

MARSHALL Co.—W. H. Banta and Geo. A. Powles were the principal workers here this year and we never had a better institute. W. E. Bailey, the county superintendent, still has his shoulder to the wheel and we are on the up-grade.

ORANGE CO.—The work in this county was done by Howard Sandison and W. J. Bryan,—hence was first-class. W. A. Bell gave an evening lecture and one exercise in the institute. Supt. Fawcett is heartily supported by a good corps of teachers.

Wells Co.—Institute was held August 26. Enrollment: males 81, females 74; total 155. Average daily attendance, 146; number of teachers required to fill schools of Wells county, 128. Instructors: W. B. Owen, of Edinburg; R. A. Ogg, of Greencastle.

J. E. FERRIS, Sec'y.

Howard Co.—This county always has a good institute. Thomas Newlin and A. E. Humke were the instructors this year. Supt. Barnes in issuing licenses adds to them the item "success" for prompt attendance and deducts for non-attendance. He also adds for taking the Reading Circle work.

WARREN Co.—The institute this year was very satisfactory indeed. Arnold Tompkins, of De Pauw Normal, was the chief worker, and remained the entire week. He was ably assisted by Jonathan Rigdon, W. A. Bell, and Joseph Carhart, all of whom gave evening lectures; also by some efficient home talent.

Kosciusko Co.—The work was done chiefly by W. H. Mace and Miss A. E. Hill. Mr. Mace's treatment of history and geography was the best ever given in this county, and Miss Hill's work was highly appreciated. Her lessons on Sir Launfal were largely attended by the citizens of Warsaw. W. A. Bell gave a lecture which was highly appreciated. Supt. McAlpine is doing a good work for his county.

UNION Co.—Institute was in session August 26-30. All the teachers, except one, were present. A. B. Johnson and J. A. Zeller were the instructors, both having been with us several years in succession. A profitable feature of the institute was the discussions, by the teachers, of topics previously assigned by Supt. Osborne. Pres. Warfield, of Miami University, and J. W. Short delivered interesting and instructive evening lectures.

Hamilton Co.—Held a "rousing" institute this year at Arcadia. The attendance was unusually large. The afternoon sessions were held in the amphitheater of the fair-ground. R. G. Boone and Michael Seiler did the work. Supt. La Follette was present one day and made an address that was highly appreciated. The editor of the School Journal was present a half-day and was pleased with everything he heard—except "Quit Your Meanness."

LA GRANGE Co.—The institute this year was one of the best ever held in the county. This goes without saying when it is known that R. G. Boone and Howard Sandison were the instructors. The work done in this county for several years past, both in institutes and summer normals, has been of a high order. Supt. E. G. Macham is a progressive man and has high ideals. His late manual contains a course of study developed from a psychological basis.

PORTER Co.—Institute convened at Valparaiso, August 26. Supt-Loring is starting out well and gave us an excellent institute. W. N. Hailman and Mrs. Kinsey were the principal instructors. W. A. Bell was with us one day and did excellent work. The social was held on Monday evening, and the annual address given by A. R. Hardesty. Evening lectures were given by Rev. J. H. O. Smith, on "The Revenges of History"; O. P. Kinsey on a "Plea for Good Literature"; and Dr. W. N. Hailman on "The True and the False in the New Education."

WABASH Co.—The main instructors at the institute were W. W. Parsons and Miss Sarah E. Tarney, of the State Normal. President Parsons lectured on "Mental Science and Literature"; Miss Tarney gave work on "Methods"; Prof. Carhart, of De Pauw, gave valuable suggestions on "Reading," and lectured on the "Young People's Reading Circle"; C. D. Berry, of South Wabash, gave work on "Drawing," and a paper on "History in the Common Schools." M. W. Harrison, of Wabash, read a paper on "The Evolution of Literature." Lectures or entertainments were given every evening. Supt. L. O. Dale may justly feel proud of his most successful beginning.

ST. JOSEPH CO.—The Teachers' Institute held its 25th meeting August 19, Supt. Moon presiding. The institute was one of unusual interest and well attended every day. The instructors presented their subjects in a very interesting manner. Prof. Bryan's lectures on "Five Poems of this Century" were of special merit, as were also histalks on the "Rational Use of the School." Prof. Sandison in histalks on "Method in Number" and "Method in Reading" stated very clearly his views concerning the line of work that should be taken up, and also gave primary teachers many new and valuable ideas. Prof. Carhart ably set forth the merits of the "Reading Circle Work," and in general the week was full of pleasure and instruction to all.

EMMA CRAWFORD, Sec'y.

#### PERSONAL.

- F. F. Hostetter has charge at Velpin.
- J. D. Grimes is principal at Winslow.
- J. W. Jones is the man at New Palestine.
- S. C. Staley holds the fort at Charlottsville.
- A. H. Beldon is the new principal at Orleans.
- A. C. Crouch will remain in charge at Petersburg.
- S. G. Gifford has accepted the principalship at Jerome.
- W. J. Royalty has the graded school at Lemastersville.

- Will. Holmes is principal of the La Grange high-school.
- J. T. Perigo is superintendent of the Brownstown schools.
- Geo. W. Wilson is principal of the high-school at Greenfield.
- A. N. Higgins has entered upon his fifth year at Waynetown.
- G. M. McLaughlin directs the educational interests at Otwell.
- O. B. Hiltz, a State Normal graduate, has charge at New Ross.
- J. R. Hart continues to direct the educational forces at Union City.
- Jas. P. Stephens, formerly of Indiana, is now principal at Leechburg, Penn.

Temple H. Dunn is still giving good satisfaction as superintendent at Crawfordsville.

- C. A. Dugan, superintendent of the Decatur schools, sends out a neat report for 1888-9.
- H. S. Gilhams, formerly of Halstead, Kansas, is principal of the schools at Wolcottville.
- R. A. Smith, former superintendent of Hancock county, has charge of the Fortville schools.
- Thos. S. Merica, superintendent of the Garrett schools, sends out a neat little annual report.
- Miss A. E. Hill, of South Bend, did some very acceptable institute work during the past summer.

Philander Day resigned at Versailles to accept the principalship of the high-school at Vincennes.

- A. J. Johnson, well known in central Indiana, is the new superintendent of the La Grange schools.
- F. H. Carson, last year of the Kendallville high-school, is now principal of the high-school at Lansing, Mich.
- J. B. Evans will remain at Waveland, (not New Ross, as stated in the August Journal), at an increased salary.
- F. A. Cotton, superintendent of Henry county, sent out some pointed and well-timed "Suggestions to new teachers."
- G. B. Haggett, superintendent of the Corydon schools, was married: September 5. The Journal extends congratulations.
- C. W. McClure still holds the fort at Brookville. His recent "Catalogue and Report" shows the schools in good condition.
- James H. Canfield, Pres-elect of the National Educational Association, is vigorously at work, and if the next session of the Association is not a great success it will not be his fault.
- Frank P. Smith, for several years superintendent at Bedford, but last year in charge at Orleans, is now in charge of the high-school at Ottawa, Kan. Indiana is sorry to lose him.

Walter Lingenfelter, a leading teacher of La Porte county, is now superintendent of schools at Wallula Junction, Washington Ter.

S. S. Parr, late of De Pauw Normal, but now superintendent of the schools at St. Cloud, Minn., writes encouragingly of his new work.

Miss Ada McMahan, a graduate of the State University, has accepted a position as teacher of Greek in the Evansville Classical School.

- A. J. Whiteleather, who has had charge of the schools at Bourbon for several years past, is taking a post-graduate course at the State Normal.
- J. L. Rippetoe, formerly of this state, remains in charge of the schools at Trenton, Mo., and the prospects for a good year's work are bright.
- W. H. Glascock, former superintendent of the Hancock Co. schools, has been elected superintendent of the Greenfield schools vice J. V. Martin, resigned.
- S. R. Winchell, of Chicago, who has been in the publishing business for some years past, has accepted the chair of Latin in the State University at Champaign, Ill.

Prof. Joseph Carhart, of De Pauw University, has been almost persuaded to be a candidate for the office of State Superintendent before the Republican convention.

- E. M. Chaplin, so extensively known in Northern Indiana as a school-book man, is now agent for Johnson's Encyclopedia, and is president of the Warsaw school board.
- Miss M. H. Hinkle, of the Rockville high-school, one of Parke-county's most efficient teachers, was recently married to R. C. Dooley, Esq., a leading business man of Rockville.

Mrs. Lucia Julian Martin, principal of the "Training School for Expression" in Indianapolis, has opened her new year with bright prospects. She has associated with her four other teachers.

Miss Maggie Cox, a graduate of the State Normal and for many years a teacher in its Model Department, has for the past year been in the Normal Department of Drake University, at Des Moines, Iowa.

- W. J. Houck, formerly superintendent of the schools of Jay county, has bought the Marion *Daily Democrat* and has joined the great army of "quill-drivers." The Journal wishes him success in his new work.
- Geo. E. Long, of Frankfort, holds a professional license from the State Board of Education. It was granted May 18, 1888, but by an oversight his name does not appear with others in State Supt. La Follette's late Report.

Mrs. Eudora Hailman, principal of the La Porte Kindergarten, was elected president of the Kindergarten Section of the National Asso-

- ciation at its recent meeting. Mrs. Hailman is a leading member of that Section.
- H. D. Vories, superintendent of Johnson county, is mentioned as a candidate for State Superintendent on the Democratic ticket. Mr. Vories is an active man, and his party could easily do worse than to nominate him.
- James A. Marlow, of Sullivan county, one of the oldest and one of the most efficient county superintendents in the state, will again be a candidate before the Democratic convention for the office of State Superintendent.
- Prof. Wm. J. Bryan, of the State University, has entered the field as an institute instructor. While he does not deal with the details of school-room work, his addresses are highly interesting and full of valuable suggestions.
- N. C. Johnson, of Oakland City, is the new superintendent of the Cambridge City schools. Salary \$1000. His predecessor, W. F. L. Sanders, at the end of a six years' service, was receiving \$1350. Mr. Johnson has this to look forward to.
- D. N. Howe, who for the past five years has conducted a Seminary at Roanoke, has removed the school to North Manchester, where a building is in course of erection adequate for the avowed purpose of developing the school into a College.
- Mrs. Emma Mont. McRae, of Purdue University, has been on the sick list for some time. She was compelled to cancel three of her institute engagements. Her many friends will be glad to know that she is at work again and nearly "as good as new."
- W. A. Millis has had some interesting experience in the last few months of his life. In June he graduated at the State University; in August he married a beautiful and accomplished wife; in September he began the superintendency of the Paoli schools.

Jonathan Rigdon, of the Central Normal at Danville, has a new electure entitled "Degrees in Life," which is highly entertaining and instructive to any one who cares to do a little thinking. The lecture has been prepared with great care and is delivered in good style.

- Willis S. Ellis, superintendent of Madison county, was recently married. This was a move in the right direction. His schools were already in excellent condition, but the rate of improvement will be rapidly increased from this date. The Journal extends hearty congratulations.
- W. M. Croan, formerly of this state, now superintendent of a normal school at Shenandoah, Iowa, reports his school as flourishing. A tiny card from his daughter Katharine reads thus: "I was born Sept.

8, 1889. I weigh 8½ pounds. My papa is proud of me." The daughter has inherited the father's enterprise.

Andrew J. Sweeney, late superintendent of Dubois county, is a candidate for the nomination for Clerk of the Supreme Court on the Democratic ticket. Mr. Sweeney made an excellent county superintendent and would make a faithful and efficient clerk. The Journal would be pleased to see Mr. Sweeney get the nomination.

- Prof. R. G. Boone, of the State University, worked three weeks in a summer normal in Pennsylvania, for which he received \$300 and expenses, and he did such satisfactory work that they offer him \$125 to return and give them the Holiday week. In Pennsylvania they know a good thing when they see it, and are willing to pay for it.
- J. H. Gardner, the agent for the Journal in Cass county, is very anxious to secure for his county one of the prizes offered by the Journal, and wants all the teachers to assist him. This is a reasonable request as every teacher is personally interested. His address is Logansport. Agents in other counties would be glad of the same kind of assistance.

#### BOOK TABLE.

THE ST. NICHOLAS, published by the Century Co. of New York, stands at the very top in the list of magazines for young people, and teachers can hardly do a better thing for a boy or girl than to induce him or her to take this excellent paper.

THE CENTRAL SCHOOL JOURNAL, Keokuk, Ia, has changed editors. G. E. Marshall, after ably wielding the editorial pen, gives place to O. W. Weyer, who becomes both editor and manager. The Central is a good paper and deserves liberal patronage.

AN INDUCTIVE TREATISE ON THE COMPLEX SENTENCE: By Herbert S. Gilhams, of Wolcottville, Ind.

This is a little pamphlet of about 40 pages, intended for the use of students who have mastered the simple sentence, and know something of the compound and complex. The diagrams and the entire presentation seem to be skillful and thoughtful.

HISTORY OF EDUCATIONAL THEORIES: By Oscar Browning. New York: E. L. Kellogg & Co.

This is a valuable little book. It begins with the Greek and coming down to the present time, the theories of all the prominent educational thinkers are discussed. Rousseau, Pestalozzi and Fræbel are included. The closing chapter is on American Common Schools. The author is of Cambridge, England, and is a vigorous thinker.

SELECTIONS FROM WORDSWORTH: With Notes by A. J. George, M. A. Boston: D. C. Heath & Co.

This is a beautiful volume of 434 pages. These selections comprise all of Wordsworth's best poetry—all that most persons will care to read. The last 100 pages are chiefly occupied with "notes" which will be helpful in giving an insight into many of the words, terms, and references not familiar to most readers.

GREAT WORDS FROM GREAT AMERICANS is the title of a little book issued by G. P. Putnam's Sons of New York. It contains the Declaration of Independence, the Constitution of the United States, Washington's first and second Inaugurals and his Farewell Address, and Lincoln's first and second Inaugurals with his Gettysburg Address. It is in a convenient form for even pocket service, and is tasteful and neat in its mechanical execution.

G. P. Putnam's Sons, of New York, publish a series of books on pronunciation. The third book of the series, to which attention is called in this notice, contains 7000 words that are frequently mispronunced. It is a complete hand-book of difficulties in English pronunciation, including besides common words, an unusually large number of proper names and words and phrases from foreign languages. It is arranged by William Henry Phyfe, who is the author of "The School Pronouncer" and "How should I Pronounce," other books of this same series.

Steele's Sciences—Hygienic Physiology: By Joel Dorman Steele. Enlarged Edition. New York and Chicago: A. S. Barnes & Co. Cyrus Smith, Indianapolis, Agent.

Steele's books are all popular because of the striking selection of matter used, and the perspicuous style of the author. This new edition of the Physiology has been made with special reference to the use of alcoholic drinks and narcotics. The illustrations are numerous and accurate. The type is large and clear, and the paper and binding are excellent. It is difficult to imagine a more attractive book on this important subject.

How to Study Geography: By Francis W. Parker. New York: D. Appleton & Co. C. E. Lane, Chicago, Western Agent.

This is one of the National Educational Series, edited by Wm. T. Harris. This is an important series of books, and only men of high standing in the educational world are asked to write for it. This volume is what its name indicates—a book of instruction and suggestion as to the study of geography. The plan is unique and characteristic of the author. Notes and suggestions are made with reference to the teaching of each grade. The book will certainly be instructive and suggestive to every teacher of geography.

McGuffey's High School Reader—Revised Edition: Cincinnati:

Van Antwerp, Bragg & Co.

This Reader has been prepared with special reference to the formation of a healthy literary taste. The selections are the best possible, between the time of Shakespeare and the present, arranged chronologically. The extracts are typical of the respective writers, and are of sufficient length to afford a fair specimen of style. Brief explanatory notes and critical remarks are also given. It contains nearly 500-pages and is beautifully printed and bound. Its selections can not be excelled for there are no better. It is the best Reader of its grade in the market.

SEVEN writers—clergymen, college professors, and public men, some of them specialists of acknowledged standing—have associated themselves to discuss special questions of social interest and import, and to prepare papers to be afterwards given to the public from time to time in the pages of *The Century*. The writers include the Rev. Professor Shields of Princeton, Bishop Potter of New York, the Rev. Dr. T. T. Munger of New Haven, the Hon. Seth Low of Brooklyn, and Professor Ely of the Johns Hopkins University. For each paper the author will be responsible, but he will have had the benefit of the criticism of the other members of the group before giving it final form. The opening paper will be printed in the November *Century*.

THE FIRST THREE BOOKS OF HOMER'S ILIAD; with Vocabulary and Notes, for the use of Schools. By Thomas D. Seymour, Professor of Greek in Yale College.

This book is another of the College Series of Greek Authors, and will be heartily welcomed by all teachers of Greek. The first part contains about fifty pages devoted to the Story of the Iliad, Epic Poetry, Homeric Style, Homeric Syntax, Homeric Dialect, Homeric Verse, etc., making the introductory part alone worth the price of the book. The vocabulary has been prepared from the poem itself and covers the first six books, although only three have been bound in this volume. The text is clear and the notes helpful, making this altogether the most valuable school edition with which the writer is acquainted. Boston: Ginn & Company, Publishers.

THE SCIENCE OF DISCOURSE: By Arnold Tompkins. Published by the Author, at Greencastle, Ind.

Mr. Tompkins is Dean of the Normal School of De Pauw University, and is one of the best thinkers in educational work in Indiana. The book is a strictly scientific treatment of the subject of discourse, and does not follow the methods adopted by any of the works on Rhetoric. It is intended to yield a higher discipline than is usually gained in the study of this subject, and the teacher who does not expect to apply himself had better select another text-book. It is intended for ad-

vanced students, but can be adapted to high-school grades. The book is full of new ideas and the teachers of this subject who will take the book and study it will undoubtedly derive from it great benefit. Mr. Tompkins has done himself and Indiana honor in the production of this valuable book. It contains about 450 pages and is printed and bound in good style.

Animal Life in the Sea and on the Land: A Zoology for Young-People. By Sarah Cooper. New York: Harper & Bros. W. J. Button, Chicago, Western Agent. Price, \$1.03.

The leading idea of the book is to popularize the study of Zoölogy. The style is pleasing and the matter is scientifically arranged and classified. It begins with the sponge, the lowest form of animal life, and leads up to the human species. The book is copiously illustrated and printed in good style. The writer has certainly succeeded admirably in her purpose, viz., in making a book that will be attractive to young people, for it certainly will interest them in this important subject.

LAW OF CHILDHOOD AND OTHER PAPERS: By W. N. Hailman.

Published by Alice B. Stockham & Co., Chicago. Postpaid, 6ocents.

To comprehend aright the Law of Childhood as identical with the law of organic growth; to render this growth and development a a phase of a great drift toward unification,—or complete living; to find in this unification the Soul of Frœbel's Gifts; to discover in vigorous and harmonious development of the social nature, the Specific Use of the Kindergarten; to discover the fact that the Kindergarten is preeminently a School for Mothers—this is progress for educators. This is the line of Prof. Hailman's thought in this book, which is characterized by deep thought and lucid presentation of sturdy opinions. His name is a sufficient guarantee that the spiritual means of life has not been overlooked.

#### BUSINESS NOTICES.

SCHOOL BOARDS contemplating changes can learn the addresses of the best Western and Eastern teachers, willing to change places, by addressing Orville Brewer, manager of the Teachers' Co-operative Association, 170 State street, Chicago. We can assure all who write of confidential and honorable treatment.

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"THE NATIONAL BOOK EXCHANGE" of this city is now owned and menaged by The National Library Association of Chicago, Ill., to whom all orders for Books and Music should be sent by members of "The National Book Exchange." See their advertisement on inside page of first cover. 10-1t

FRIENDS' YEARLY MEETING.—Excursion to Richmond, Ind., via the Pennsylvania Lines.—From September 21 to October 5, excursion tickets will be sold via the Pennsylvania Lines from Indianapolis to Richmond, at rate of \$2.75, good returning until October 7, inclusive.

HARPER'S NEW FIFTH READER.—This book has just appeared, and W. J. Button, General Western Agent, 255 and 257 Wabash Avenue, Chicago, requests us to announce that sample c pies are now ready to supply the many friends of the series who have been awaiting the appearance of this volume.

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10-2t Write to MAYO VENABLE, Station C, Cincinnati, Ohio.

HARVEST EXCURSIONS.—The Pennsylvania Lines will Sell Cheap Tickets.
On October 8, 1889, the Pennsylvania Lines West of Pittsburgh will sell excursion tickets at one fare for the round trip to principal points in the Northwest, West, Southwest, and South, good returning thirty days from date of sale. For full information apply to the nearest passenger or ticket agent of the Pennsylvania Lines.

HARVEST EXCURSIONS VIA VANDALIA LINE.—October 8, to points in Missouri, Arkansas, Texas, Kansas, Nebraska, and other States and Territories west of the Missouri River. One fare for the round trip, tickets good 30 days. Accommodations in reclining chair cars free from Indianapolis. The reputation of the Vandalia Line for providing superior accommodations, for safety and punctuality, makes any further recommendation unnecessary. For rates, maps, and information apply to George Rech, Ticket Agent, Vandalia Line, Washington and Illinois Sts., or to the Vandalia Agent, opposite Union Station, or address,

H. R. Dering,

10-1t Asst. Gen. Passenger Agent, Vandalia Line, Indianapolis.

THE TRIENNIAL CONCLAVE.—Low Rate Excursions to Washington, D. C., via the Pennsylvania Lines.—Tickets to Washington, D. C., for the Triennial Conclave of the Knights Templar, will be sold to all applicants from the principal stations on the Pennsylvania Lines West of Pittsburgh at the rate of one lowest limited first class fare for the round trip on October 4 5, and 6, 1889, and tickets may be obtained at any station if timely notice is given the agent. They will be good returning until October 31, and special arrangements have been made to accommodate passengers desiring to visit New York. For complete information call upon or address the nearest passenger or ticket agent of the Pennsylvania Lines. This Triennial Conclave will be a memorable sight; and there is no better time to visit the East than in the autumn.

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g-tf

ARNOLD TOMPKINS, Greencastle, Ind.

SUDDEN VACANCIES.—The Teachers' Co operative Association of Chicago is just sending out ten thousand (10,000) personal letters to "School Boards" throughout the country to learn of all the sudden vacancies which always occur at the opening and during the first few weeks of the school year.

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mation this agency will receive, write to them at once.

Last year Mr. Brewer averaged four calls a day during September and October (for teachers.) Address Teachers' Co-operative Association, 70-Dearborn St., Chicago. ORVILLE BREWER, Manager. [9 tf]

CINCINNATI, WABASH AND MICHIGAN RAILWAY.—The Elkhart Line.—Three Through Trains Daily (except Sunday), between Indianapolis and Benton Harbor. Direct connection at Benton Harbor for Grand Rapids, Muskegon, and all Michigan points, and for Chicago via the Detroit & Cleveland and Graham & Morton boat lines. About May 20th we will put on a line of new Combination Sleeping and Chair Cars on night trains between Indianapolis and Grand Rapids; also a line of Chair Cars on day trains. For time of trains, rates, etc., see any ticket agent, or

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### INDIANA

## SCHOOL JOURNAL.

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No. 11.

#### HOW TO TEACH READING.

#### KITTIE PARSONS.

S words form the foundation of all reading exercises, it is necessary that the study of words should precede the reading proper. Therefore the reading lesson consists of two distinct studies, the word-study and the thought study.

We will take for our lesson, "Harry and Annie," of the Third Reader, page 46. (McGuffey's.)

By the time the pupil has completed the Second Reader, he has gained quite a vocabulary of words, so that the teaching of the new words is rendered comparatively easy.

In taking this lesson we suppose the pupils to have a knowledge of the old words, and the new words being placed before the lesson, our starting place is very plain. Those words will have to be *learned* before the reading can be accomplished.

The pupils may write the words on their slates, and study the spelling. Have them bring their slates to the class, and read the words. In the meantime place the words on the board, then have them read them up and down, and finally pronounce in a promiscuous manner.

This will give a drill in correct and rapid pronunciation, and avoid future stumbling.

There are many new words used with whose meaning the pupils are acquainted. For instance, the word thaw; every child knows how to use that, correctly, and no explanation as to the meaning will be needed from us. The same with scatter and sliding.

If they have no idea of the meaning of the other words, the necessary explanations must be given. Lead the pupils to see the word in the same meaning as that used in the lesson. Then ask for sentences containing the words, expressing the appropriate meaning.

The following are a few sentences given by the pupils of my class:—

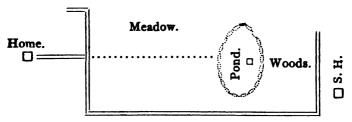
- "The bell will not ring for an hour, at least."
- "The little girl bade her parents good-bye."
- "The ice is beginning to thaw."
- "I will scatter the crumbs."
- "They are sliding on the ice."
- "They pretend that they are hunters."
- "They plunged into the water."
- "He was exploring a new country."
- "He was a very disobedient boy."

Every word presents an idea to the child and a collection of words would present a collection of ideas, or a chain of thought. The words being mastered, the thought follows.

If the pupils have any trouble in grasping the thought of the selection, the teacher's aid is needed just far enough to start the pupils into the right path. Let that thought be their work. Never read the lesson for the pupils. Have them give their version of the story, and if they fail in any point, by simple guiding lead them to see the real meaning.

Simple drawings, pictures, and maps, and even localizing the events by supposing them to be in our own immediate neighborhoods will aid greatly in bringing out the thought, and stamping the events vividly on the mind.

A map may be drawn, with the leading places located. My idea shaped this map:—



Another method is to have a collection of pictures, with one or more similar places represented. By combining the various pictures, a new *mind* picture will be formed.

Still another way is to have the pupils think of Harry and Annie as walking down our lane, as climbing our fences, running through our meadow, and falling into our creek, if we shouldn't happen to have a pond. One point in favor of this method is that it is more likely to take the story, as "Harry and Annie," and make a "real" boy and girl of them, going through real experiences instead of those we can read about.

Instructions on persons, places, and things can be given profitably. If any subject is found which will admit of outside reading, or interesting talks by the teacher, introduce it by all means. It not only gives the children a larger range of thought, but also makes the lesson more interesting. Perhaps the thought could be enlarged upon, hinted at in these words of the second verse: "They used to pretend that they were travelers exploring a new country, and would scatter leaves on the road that they might find their way back again." I expect they received the idea of "scattering leaves" from their teacher, when she told them about how our grand fathers used to mark their roads by placing stakes, cutting trees, etc., whenever they left home, so they would not get lost. For you know a long time ago there were no nice roads, like we have now.

To get the oral expression of the thought, have the pupils TELL the lesson to you. Lay aside your book, and depend on the pupils (seemingly) for the story. They knowing that you have no book will strive to tell the real meaning, and the results ob-

tained will be very pleasing. If this should fail, use good questions. Where did Harry and Annie live? Did they go to the country school? Why would the walk be pleasant during the summer-time? Does the verse say they were real travelers? Why did they scatter leaves? Even if the ice is thick, is it always safe? Why did they often cross the pond? Did their mother like for them always to cross the pond? Thus each verse will present new questions. If the child gathers the thought, and gives the proper feelings without the use of the book, then the oral reading will be more than mere sounds. Still cling to the words, "tell the piece," after they have begun with the book.

The Language Work is prominent, through the whole lesson. When the pupils are framing expressions to tell the story, it shows itself more plainly. Finally these expressions or sentences merge into oral compositions, and another point is made.

Then to complete our lesson, we must have a nice little story written about it. In this story work don't let the pupils use the book, for if you do they are sure to have the language of the book. Never let grammatical errors pass without correction, for there is little profit in studying a language book, if we don't expect to practice its rules.

ECONOMY, IND.

#### YOUNG PEOPLE'S READING CIRCLE.\*

H. D. VORIES, SUPT. JOHNSON CO.

The Young People's Reading Circle was organized in 1887, by the State Teachers' Association.

The object of this organization is to direct the reading of young people until a taste for good reading becomes a confimed habit. The purpose is a laudable one, and one that all persons who are solicitous for the future of this country will take great pride in fostering. I believe that no one thing will so much raise the moral tone and increase the usefulness and happiness of the future citizen as the inculcation of the habit of reading good books.

The danger from reading bad books is great. Kirk says:

<sup>\*</sup> Read at the State Convention of County Supts. last June.

"It has long been the policy of the devil to keep the masses of the world in ignorance; but finding at length that they will read he is doing all in his power to poison their books." Some one else says: "Books are company; and the company of bad books is as dangerous as the company of bad associates; while that of good books is like that of good men." Tom Brown says: "Some books, like the city of London, fare the better for being burnt."

The far-reaching and incalculable influence of books is well illustrated by the story of the young lady who threw the thistle-down to the winds, and the next day was told to gather it up. She could not gather it up. Neither can we gather up or control the influence of books once read. Hence the importance of seeing that only the best are read.

The plan of organization is a simple one, and has no phase of compulsion about it. This is a very essential omission in this matter. The teacher explains to the pupils what he wants. Then he sends to the parent a copy of the certificate of membership, together with a few selections forcibly but briefly setting forth the benefits to be derived from the reading of good books, and says in a modest and diplomatic way, "If you desire to cooperate with the teachers of the state in an effort to direct the taste of the children and to confirm them in a habit of reading good books, please draw a line under the titles of any books you may desire in the accompanying list, and return this paper to the teacher who will sign the same, thus entitling the holder to buy books at the reduced prices named."

The books are attractive both in title and in subject-matter, and well adapted for the several grades named, in both language and thought; and the prices are certainly very reasonable.

I think, however, the title of this organization should be changed to Young People's Reading Course, rather than circle, as it has no features of circle whatever; and the word has been misleading to teachers, and in some instances has caused them to try to induce the pupils of the same grades to get the same books so they could meet and read and discuss the work. I think this was not the intention. I think the objects were these:

(1) Suitableness as to gradation; (2) Suitableness and attrac-

tiveness of subject-matter; (3) Cheapness as an inducement to buy these books rather than those of a questionable character; (4) A list of books from which parents could select without fear of ruining the child.

I think it would be well for the board of directors to extend the list of suitable books for each grade, as a reference table for parents desirous of purchasing books for their children; and I think it would be well to have this table on a placard that could be hung in each school-house.

Mr. J. Edw. Wiley, of Bloomington, and Miss Charity Dye, of Indianapolis, have published a list of books on this line that should be in the hands of teachers.

As to the aid the county board and county superintendent came give in this matter I think the plan suggested in our county board meeting last September was a good one. We outlined a plan like this: (1) Each trustee should buy a set of books; (2) the books were to go to each district for inspection by the pupils and parents; (3) meetings were to be called in the several districts as the books were changed from district to district, for exhibition, and the teacher should explain the purposes of the meeting, the advantages of the circle, distribute tables, exhibit books, and read from the several books in tempting quantities. This plan was broken into by the campaign and consequently we have not tried it; but we yet have great faith in it and mean to try it this fall.

Individual teachers have induced pupils to buy and read the books and report good results, but there have been no active steps taken by the county board. Next fall the county board will give the Young People's Reading Circle all the aid in its power.

#### "THE EXCHANGES IN SCHOOL."

Who does not know Riley? Copied from magazine to newspaper, the length and breadth of the land the farmer, the artisan, and the educator have all learned the tender sentiment of his verses. But in the common schools where progressive art demands that the "meaning of poetry" be taught, how few pupils are familiar with the "Hoosier Poet."

Teachers cram "Thanatopsis" and cram "Endymion" and "Oh, Cromwell, Cromwell," and wonder why pupils fail "to get the beauty of the language." The hearty little animal whose end in existence seems to be to outgrow jackets cares little for "Bozarris and the green graves of his sires." How is he and how is Susie Tucker, who will curl her bangs in the most thrilling passage about "The lost Lenore," to be initiated into the "meaning of poetry"?

Why doesn't some one teach the poetic alphabet? These same stolid faces might glow with interest in the study of "A Newsboy's Story," and the dullest eyes shine in sympathy with the pathos of "When Little Wesley died." The poets in the Readers have all written for other poets, for the bright young teacher who dreams over "Excelsior" and the "Wonder-eyes," who sits in every school to drink in the beauty of the lessons. For every day folk the every day press is full of tender little rhymes such as Pfrimmer's "Sugar Makin' Time" and Riley's "Curv'ture o' the Spine." More vivid pictures may be drawn from a lesson on "I've ben down to the Capitol" than from a dozen "classic gems."

But we only rose to suggest that the teacher of poetry spy out the simple melodies of common interest and so lead the child, by easy gradation, to appreciate imagery. Finally, the object may be gained and he will know the grandest meaning of such figures as "the morning stars sang together"; but the course should be heart-songs first and classics afterward.

Yours respectfully,

GRACE NICHOLS.

PINKAMINK, JASPER Co., IND.

#### VOCABULARY MAKING.

J. M. GREENWOOD, SUPT. KANSAS CITY, MO.

THE misfits in education are mostly those of wadded ignorance. The child enters school stuffed full of words, ideas, and images. He can use his information to round out, and to round

up what he knows. With eyes and ears both open, and an active mind, his real business is to pick up all sorts of odds and ends of knowledge. To suppose that vocabulary making is the chief activity of childhood, is only one side of the truth as it appears to me. At first, the child learns words from imitation combined with practice. He knows the words from sound, and not by sight. By hearing them applied to things by other persons, he learns how to use them himself, and from the manner in which many of them are used, he catches their meaning.

The meaning of some he guesses at, just as older and larger people are in the habit of doing. Any one, who will watch children carefully, can prove the truthfulness of what is here stated, if he has any doubts upon the subject.

A child of average opportunities at the age of six, when he first enters school, will have a vocabulary at his immediate command of from 800 words to 2,500 words. Besides, there have been no tables prepared showing the number of words the average child knows, but does not use: Last year, I published the vocabularies of five different children. The youngest at the age of fifteen months used 60 words, nearly all nouns, and when two years old her total list was 500 words. Another child at seventeen months used 80 words; another at thirty months, 1,050 words; a little boy at three years and nine months 1,009, not including all the proper names he knew; while the fifth, at the age of five, used in conversation more than 1,500 different words in two weeks

These records were carefully and accurately made. Any one can make his own experiments if he is willing to take the time.

To take advantage of what the child already has, and to teach him how to use it rightly, is the chief part of all teaching.

School work should supplement the home work.

When a child starts to school, he should be given a chance to spread himself. All the hampering and coddling processes in reading, composition, number, etc., must go! A hungry child goes to the table to eat, not to be tantalized; he goes to school to learn, and he needs knowledge in good sized chunks at times, if his intellectual stomach is empty, active, and vigorous.

I have no patience with so much of the "little pill practice" in educational work.

Last week, I was walking with a youngster of four summers, and he said: "It is sundown, and it will soon be dark." I replied, "Yes." Then he said, "Where does the sun go when it is dark?" I said, "Behind the earth." Then he said, "Where is the behind of the earth?" Before I could reply to his last question, he said: "Dark is made by the sky's coming down to the ground, I think."

I tried him the next evening on arithmetic. He could count on his thumbs and fingers to ten. I asked, "What makes ten?" Promptly, he replied, "Two fives." Next, "What makes eight?" Again, came the answer, "Two fours." Now, what is the half of eight? To this he replied instantly, "Four." Again he said without hesitation, "The half of four is two." And to my query, "What is the half of two?" "One," was the reply. Lastly, I asked him, "What is the half of one?" He said: "It is one cut in two in the middle."

Yet, there are numb-skulls that would keep this little fellow when he is a year or two older, five or ten months on numbers from one to ten. So, also, children are kept writing, and spelling, and reading little short words that they already know, which, when once learned, are learned for all time. This narrowing process brings the child's horizon too near. Instead of a stationary horizon, it should be continually enlarging.

Gathering in new words, and using them to express ideas, and thinking out which words to select, that will express the ideas to the best advantage, is the most important part of language culture, so far as the actual work in school is concerned. However, it is not my intention to discuss the language hobby now.—N. Y. School Journal.

#### DON'T "STOP TO THINK."

In the school room, as well as elsewhere, we are too often inclined to use terms which we really do not mean. We tell our pupils to "stop and think," (three times some say), but we really do not mean this. If we are studying shall we stop to think?

If we are walking on a journey shall we stop to think? No; we should not *stop* to think, we should think as we go. It is the clear mind that is thus exercised, for none other can be clear.

When we write we must think as we write? True, sometimes we can't think correctly as fast as we can write, but we do not stop to think, we keep on. First impressions should be penned, and then corrected; not corrected, and then penned.

Do not think that I believe in hurrying a person, although some need it. I do believe that, instead of stopping to think, we should think as we go, and train our minds to this standard of work. A mind that is permitted to stop to think will become like a balky team—the more it stops the more it wants to stop.

Our best ministers usually take exercise while thinking out their sermons. Our best teachers work as they think et vice versa. Then why should we cultivate a dormant disposition in our pupils which is not tolerated by the highest caste of breeding?

With all due respect for the present system of common school education, I must be permitted to say that it is responsible for a great many of the beggars who throng our streets and highways; and no other principle of our school is so great in producing this lethargy as the practice of stopping to think. Many a tramp has stopped to think, while those "going thinkers" have rushed by him, and, not only exhausted the subjects upon which he was thinking, but gained new ideas; while the man who stopped to think is still thinking why men scorn him.

Then, fellow teachers, we should not stop or train our pupils to "stop and think"; but train our mind and theirs to think as we go. This is "advancing thought." "Stopping to think" is the monotony of life." Yours respectfully,

CHARLES LA CAFE'.

SPENCER, I	ND.
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NEVER under-estimate your powers. It is bad to over estimate them. In trade no one pays a cent more than is charged for goods, never suspects there is more in weight or measure than is charged for, and never thinks for a moment of estimating one at more than he values himself. Discount a man of large pretentions, and give due credit to a man who is sincere in self-appreciation. Sincerity is the best possible rule in claiming value for goods or character, and no one needs it more than the teacher.

#### THE SCHOOL ROOM.

dThm Department is conducted by G. F. Bass, Supervising Prin. Indianapolis schools.

#### SENTENCE BUILDING.

I	2	3
Burgoyne	are	woven
Henry Hudson	was	defeated
Sparrows	can be	condensed
Comets	is	inhaled
Time	have been	worn
Turbans	may be	slacked
Lime	has been	wasted
Steam	could have been	seen
Air	must have been	deceived
Carpets	were	quarreling

The above is copied from "Graded Lessons in English," Reed & Kellogg, p. 19. On the same page the following directions are given: "Prefix the little helping words in the second column to such of the more important words in the third column as with them will make complete predicates, and join these predicates to all subjects in the first column with which they will unite to make good sense."

Most pupils, unless helped by the teacher, will fail to observe the condition expressed in the phrase "to make good sense."

Pupils who are studying this little book have not read history and consequently only a few ever heard of Burgoyne or Henry Hudson. They generally infer that they were men and they know that men can be defeated, deceived, or seen. So it makes just as good sense to them to say that "Burgoyne was seen" as to say that "Burgoyne was defeated." "Henry Hudson was defeated" is just as good sense to them as "Henry Hudson was deceived."

These pupils have not made the sciences a study and so they are apt to say that "Lime can be condensed" and "Air can be seen." They have no use for *slacked* with any of these subjects. One pupil told the writer that *slacked* meant "stopped going so

fast." The writer had to say "Yes," of course. The pupil added that there was no subject that was likely going at all, and so he did not see how he could use the word slacked.

The writer tested three pupils on the above. Each was called in alone so that the others could not hear what was said. One had never read history, and is now in a grade that began this book last September. Another is in a grade that is using the Primary Eclectic History as a reading book, and has used the language book for two and one-half years. The other has finished U. S. History and will soon finish Reed & Kellogg's "Higher Lessons in English."

The first one said that "Henry Hudson was defeated" and "Burgoyne must have been deceived." When asked why she said so she replied that she did not know.

"What was Burgoyne?" "A man." "Do you know any thing about him?" "No." Why did you say that he "must have been deceived?" "Because I suppose he could have been deceived." Similar questions were asked about Hudson, with about the same result. She was then told the facts. That Burgoyne was a British general in the Revolution; that he fought in one of the most important battles of the war; that he lost the battle; and that the Americans were greatly encouraged by his surrender. That Henry Hudson hoped to find a "Northwest Passage" by sailing up the river that was afterward named for him. She laughed at that idea and said he didn't find it.

She was then asked which word was best to use with Burgoyne. She said "defeated." Why not use "seen?" "Because whenever we hear Burgoyne we think of a defeat."

This pupil said very readily, "Time has been wasted." "Turbans have been worn." "Carpets can be woven." She was acquainted with these things. In regard to the third one she was asked how carpets were usually made and she said she didn't know. Why then did you say they "can be made?" "Because I thought that was a good predicate to go with carpets."

She could not think of any thing to say about "lime" or "air," and said "steam can be seen," which of course the scientist knows is not true.

The second pupil had Burgoyne defeated and Henry Hudson-deceived, and gave very good reasons for his sentences. He had read about them in his little history. But he said lime was condensed and that steam was inhaled. On second thought he changed in regard to the last and said that he guessed it would be too hot to inhale.

The third pupil got all right, and could give a good reason for all.

#### WHAT IS SUGGESTED.

That it is the business of the teacher to see that the pupils understand enough about the allusions in the grammar work to enable them to "build" and analyze sentences intelligently. The pupils can glibly say that a sentence is the expression of a thought in words, and yet many that they read and write do not express thought to them.

Now some one may be ready to say that it is impossible for pupils of this age to be historians, scientists, and philosophers. But the teacher may start them on the road to become all. It does not take long to tell the pupil enough for his present purpose. He does not need to know all about Burgoyne. needs to know only that he was a general who fought in a great battle and that he lost it. This much will enable him to choose the proper words from the given list to combine with the word Burgoyne. This makes the grammar work intelligent. But the teacher may add just enough more to this to make the pupils wish to know more. He may then tell where they can learn more. He is then doing more than teaching grammar. He is forming in the pupils a habit of investigation. They will not be satisfied till they know what every sentence means. In the study of the little book referred to the pupils will pick up a great deal of general information.

On the same page are sentences that refer to Napoleon, Andre, Columbus, Esau, Sodom, eclipses, and treason. On another page are references to Paul, Nero, Alexander, Cornwallis, Carthage, Jupiter.

There are two cautions to be kept in mind in this work: (1)
The disposition to turn the whole lesson into a general informa-

tion lesson should be avoided. Teacher and pupils are likely to become so interested that they forget the real business of the hour. Remember, just enough should be told to enable the pupils to do their work intelligently and to awaken a desire to know more. (2) Avoid sending pupils home to ask some one who Burgoyne was and what he did, under the impression that you are teaching him to investigate. Tell him yourself, or tell him where he can read for himself about the subject in hand.

#### GENERAL INFORMATION.

During the three months ending Aug. 31 there were exported to England 90,000 head of cattle, 40,000,000 pounds of fresh beef, and 34,000,000 pounds of canned beef.

THE first forty-two star flag ever received in Charleston, the chief southern seaport, reached there Friday, consigned to the postmaster, and was at once flung to the breeze over the colonial postoffice building, formerly the exchange.

THE largest county in the United States is Custer Co., Mon., which contains 36,000 square miles, being larger in extent than the States of Vermont, Massachusetts, Connecticut, Delaware, and Rhode Island. One-tenth of our present population could find a means of livelihood in this one county, and then it would not be so populous as Belgium.

#### ELECTRIC LAMPS FOR TRAVELERS.

One of the latest novelties in the application of electricity consists of an electric reading lamp, which is being fitted to the carriages on the main line of the Southeastern Railroad. It is on the principle of the "put-a penny-in-the-slot" automatic machines. The apparatus is situated immediately over the passenger's head and under the rack, and is contained in a small box 5x3 inches. The light is of five candle power, and is obtained by the introduction of a penny at the top of a box and by a subsequent pressure of a nob, and will last for half an hour, extinguishing itself at the end of that time automatically. If the light be required for an indefinite period a penny every half hour will suffice. The

light can be extinguished at any moment by means of a second button provided for the purpose. One of the special features of the invention is that, if the instrument is out of order, the penny is not lost, as it is in the present machines. It drops right through and comes out at the bottom of the box, so that it can be recovered, and the same result happens in the case of any coin other than a penny. Each carriage is fitted with an accumulator which supplies the electricity.

This invention will add greatly to the comfort of passengers-during night journeys.—Nature.

#### ABOUT ELECTRICITY.

The longest distance over which conversation by telephone is daily carried on is about 750 miles. It is from Portland, Maine, to Buffalo, N. Y.

The fastest time made by an electric railroad car is one mile a minute. This was made by a small experimental car. Street railway cars make 20 miles an hour.

There are more than 100,000 miles of submarine cable in operation. This is enough to girdle the earth four times.

There are over 1,000,000 miles of telegraph wire in operation in the United States—enough to encircle the earth forty times.

It is estimated that there are 250,000 people in the United-States who are engaged in business solely dependent upon electricity.

It takes about fifteen minutes to transmit a message from San-Francisco to Hong Kong. It goes via New York, Canso, Penzance, Aden, Bombay, Madras, Penang, and Singapore. (Have-pupils take their maps and locate all these places.)

There are about 300,000 telephones in the United States, and about 1,055,000 messages are sent daily.

There are about 400 miles of electric railway in the United: States, and much more under construction.

Have pupils tell who first used electricity to convey messages. When was it? Where? When was the first submarine cable laid? By whom? Was the first attempt a success? How dothey now tell where a break in the cable is?

#### FRIDAY.

- 1. Friday, Columbus sailed on his voyage of discovery.
- 2. Friday, ten weeks later, he discovered America.
- 3. Friday, St. Augustine was founded.
- 4. Friday, the "Mayflower" arrived at Plymouth.
- 5. Friday, George Washington was born.
- 6. Friday, Bunker Hill was seized and fortified.
- 7. Friday, the surrender of Saratoga was made.
  - 8. Friday, Cornwallis surrendered at Yorktown.

Now who will say that Friday is an unlucky day for America?

#### KINDERGARTEN PRINCIPLES IN PRIMARY WORK.

[This is a new Department, and is edited by W. N. HAILMAN, Supt. of the La Porte Schools. He is also the author of several educational works.]

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#### SUMMARY OF THE FOUR PRINCIPLES.

HE four principles of Educational Method are, then, as follows:—

- 1. All that is done should enlist the child's self-activity.
- 2. All that is done should appeal to the whole child.
- 3. All that is done should tend to the formation of right habit.
- 4. All that is done should be connected with some social purpose.

It will be observed that these rules are based wholly on the need of the helpless child as a being growing into self sustaining manhood. They have no reference to the subject of instruction as such. There is in them not the shadow of a suggestion as to how to teach certain facts or fancies of the text book fiend or of the course of study hero. There is in them "nothing practical" as the great army of mongers in educational devices would say.

Yet it is unquestionably true that the child will be permanently benefited by your work—that your work will enter into the very being of the child to lead him up and on for evermore—in the exact measure in which every phase of it is in conformity with these principles, and with all of them at once and all the time.

#### THEIR SOLIDARITY SHOWN.

Your most skillful efforts in all other directions must fail, if you fail to enlist the child's self-activity. If he does, not because

he wants to do but because you want him to do, he will close his being to the work. The work will not enter his habits, but you will rather plant an habitual repugnance against it and all connected with it.

Again, if you appeal to but one side of the child's being in work otherwise excellent, the futility of your efforts must become apparent to you. If you teach him only to know, you are like one that heaps up the seed-corn on tablets of stone, and to whom no harvest can come. If you teach him only to do, he will do blindly and ineffectively, wasting his strength and his power of will, and—at last—drifting into indolence through failure and want of scope.

Similarly, if you fail to establish right habits by means of judicious repetition and stress of tendency, your children will be the prey of every fresh impulse and of every new allurement, drifting or driven everywhere and nowhere like vessels without sail and rudder, without chart and compass. Or, worse, they will contract false habits that will lead them forever astray.

Lastly, if what he does is related only to himself, if he is not taught to connect at every step his own well-being and enjoyment with the well-being and enjoyment of his fellows, he will even with choicest attainments drift into a hopeless, helpless egoism to which life neither is nor ought to be worth living. Man finds his true self only on the fields of expansive social endeavor.

Thus the value of all educational work is tested by the joint criticism of these four principles. Indeed, so intimate is this union that failure in one entails failure in all. And this is trebly true of the primary work which fills the most important period of school life.

#### SECONDARY PRINCIPLES OF METHOD.

Certain other rules of method which have reference to the material of instruction need to be enumerated before I can profitably emphasize my meaning by illustrations from the school-room. There are chiefly two rules that interest us in this connection. The first of these demands that with regard to the growth of ideas concerning the various objects of knowledge the method shall

be genetic, i. e., in accordance with natural laws of growth. The second of these rules demands that, so far as the character of the various and successive objects of instruction is concerned, the method shall be comprehensite, i. e., taking in the whole object of instruction.

#### CONSEQUENCES OF THE GENETIC RULE.

In accordance with this rule the child should proceed in the acquisition of ideas from the near to the remote; from the known to the unknown; from the particular to the general; from the concrete to the abstract.

It will be observed that these phrases relate only to the selection of successive objects of instruction with reference to the child's present condition. In the process of instruction and with reference to the child's past condition, there occurs an apparent reversal of these phrases: The remote becomes near; the unknown, known; the general, particular; the symbol, a thing; the abstract, a concrete.

I have no doubt that this fact has given rise to several highly amusing controversies that have acquired some notoriety of late.

#### HOW FROEBEL FORMULATES THIS RULE.

Frœbel formulates this rule very clearly from both standpoints, thus: "The educator should make the individual and
particular general, the general particular and individual, and
elucidate both in life; he should make the external internal, and
the internal external, and indicate the necessary unity of both in life;
he should consider the finite in the light of the infinite, and the
infinite in the light of the finite, and harmonize both in life." I
have italicised certain expressions to show how constantly Frœbel
would lead knowledge into life-conduct.

#### CONSEQUENCES OF THE RULE OF COMPREHENSIVENESS.

This rule requires that in the course of instruction we proceed from the whole to the parts, from the simple to the complex, and —consequently—from analysis to synthesis.

It is plain that, here too, in the course of instruction there comes a reversal: The part becomes a whole, the complex is resolved into a simple or into several simples, and synthesis yields material for new analysis.

All these things will be amply illustrated hereafter. For the present, I wish merely to point out the fact that in the light of Frœbel's demand to apply all knowledge in life, this rule acquires new significance and becomes identical with the analytico-synthetic law, the fundamental law of all mental activity.

#### DEPARTMENT OF PEDAGOGY.

(This Department is conducted by ARHOLD TOMPKINS, Dean of the De Pauw Normal Schoel.)

### THE ORGANIZING IDEA OF THE REVOLUTION DISCOVERED.

HE growth of English ideas into thirteen sets of local, isolated institutions is the first great movement in the life of our people. If these institutions resembled somewhat, the cause is found in their common origin and similar physical conditions rather than in any inter-communication or official connection. The totality of colonial influences favored isolation. There was, however, one slender thread of connection that contained the promise of the future.

Following the Restoration, England renewed the Navigation Laws in forms so stringent that American traders became smugglers. In the course of a century the system of smuggling became so perfect that England's revenue was very small indeed. The importers and the retail merchants from Maine to Georgia were in hearty sympathy with each other in planning and scheming to avoid the payment of duties. The consumers—the honest farmers and industrious mechanics—lent their aid, sometimes, and always their sympathy, for, by so doing they obtained cheaper goods from England and cheaper sugar from the West Indies. This form of sympathy and co-operation was a rude thread of union.

The Inter-colonial Wars left England hopelessly in debt. She tried to enforce the Navigation Laws more rigidly. This put greater pressure on the smugglers and those in sympathy with them. In 1761 attempts were made to enforce the collection of duties by means of the Writs of Assistance. The people of Boston opposed this with great spirit. James Otis carried the case to the courts and won. The result was regarded as a victory for all the colonies.

Failure to collect revenue by this means forced the mother country to a severer measure, the Confiscation Act of 1763. This authorized the use of the navy in breaking up smuggling. A few cases of confiscation sent a thrill of indignation through the colonies. The merchants, co operating with the shippers and consumers, devised new plans of escaping the vigilance of the revenue officers, and sent petitions and remonstrances to England. A year's experience taught one party the impossibility of enforcing the law and the other the value of co operation.

In 1764 a new plan of taxation was announced to America. If an indirect tax could not be collected, perchance, a direct one, in the shape of a stamp duty, could be, at least there seemed less opportunity to evade the payment of such a tax. Parliament did not realize that it had taught the colonies the lesson of successful resistance. The news of the impending Stamp Act was an electrical shock whose lines of transmission had already been laid, Organized opposition began in the towns. These transmitted their influence to the colonial assemblies. Each capital town became a center of agitation. Communications went from these back to the towns and then returned to be forwarded to other colonial centers. Patrick Henry's resolutions were carried to each Virginia town and plantation and northward not only to Philadelphia and New York, and Boston, but to every hamlet and village. The Stamp Act Congress was an outgrowth of the common thought and sentiment of the people. Its work strengthened and unified opposition. The Declaration of Rights by this Congress gave to the people the constitutional reasons for opposing the law. This caused the Sons and Daughters of Liberty, the Non-importation and Non-consumption Societies to re-double their efforts. English goods were not purchased by American consumers, hence not ordered by American merchants, hence not transported by English shippers, hence not sold by English

manufacturers. The factory closed and men were without work. English petitions flooded Parliament, and the hated tax was repealed. The bond of union was strong enough to win a victory for America that nothing else could have done.

But England had no money and a mountain of debt. In 1767 came the Tea Tax. This brought back into new life, and with added experience, all the orgatizations of the preceding struggle. Tea was not bought. In a few years the duties on the other articles named in the bill were removed by Parliament, but no tea was ordered. In 1773 the export duty was removed from tea. The tea came, but was not landed, or if landed, not sold. The bond of union was too strong to be broken by the tricks of Lord North.

Look at the Boston Tea Party. On that December morning along all the roads leading to Boston one could have seen men, singly and in groups, riding away to town. As the distance grows short, many are seen on foot making way in the same direction. When these people reach the city they find it all astirand gathering at the Old South. Two thousand people from the country and five thousand from the city crowd into and around that famous building. The meeting organizes, appoints committees, hears speeches, passes resolutions, and adjourns at noon till 3 o'clock to hear the final answer from the authorities. The afternoon meeting listened to the burning words of Adams and Quincy, and resolved unanimously to resist the landing of the The evening shadows deepen, lights are brought in, and one hour after dark the final answer comes from the Governor denying their petition. The word was hardly given before the war-whoop of the Mohawks, resounding from the streets, was answered from the galleries. The vast multitude cheered and followed these men to the wharf and there witnessed the destruction of the tea. The work was hardly done before couriers were hastening with the news to the leading Massachusetts towns. All New England was thrilled by the news as it spread from town totown. On the next day Paul Revere rode away to New York and Philadelphia to carry the tidings of that day's work. At every point there was rejoicing-ringing of bells, bonfires, and toasts to the patriots of Boston. As the story was carried southward words of approbation came back.

What does this event mean? What does each part reveal? First, that Boston and the adjacent towns were a unit. Second, that these and the rest of New England were of one mind. Third, that New England and the rest of the country were animated by one thought and one feeling.

Each of the above events, reveals, as its most important content, a movement toward union. All other events of the Revolution give expression to this fundamental thought movement,—a movement by which the people of thirteen separate political units were made of one mind,—to think the same thoughts and be thrilled by the same emotions. This was the real Revolution. It is this principle of growth that constitutes the "Organizing Idea of the Revolution." w. H. M.

### THE FUNDAMENTAL CONCEPTION OF METHOD. (ILLUSTRATED.)

In the preceding number of the Journal, Method was defined as the mental process constituting a subject. Method is not, therefore, something to be invented, but something to be ascertained by the analysis of the subject to be taught into the mental process which constitutes it. In the best sense, method is nothing that can be claimed and patented by any one; but is the property of him, and him only, who will analyze the process of the mind in knowing the subject to be taught.

To make clear the conception of method and the process of ascertaining the true method in any given case, let us suppose that we are to teach this proposition:—

A common factor of two numbers is a factor of their difference. The method in this proposition is the mental process involved in its construction.

This is a statement of a general truth concerning individuals the particular examples to which the general truth applies being the individuals. It is the thought of many examples as one in respect to the truth named in the proposition. The individual must be held in mind while the truth common to all is perceived in each. This proposition expresses the act of the mind in perceiving the relation of the general to the individuals. This act constitutes the proposition; and for the pupil to produce this act, with all that it implies, is to learn the proposition. This act, with all that it implies, is the method.

Since individuals are involved in this general conception, observation is required; and since the individuals are bound together by a common truth while their individuality is maintained, comparison and contrast must be employed,—the first to ascertain what is common, and the second to maintain the individuals through what is peculiar to each. Based on the act of comparison and contrast follows the act of thinking the individuals as one in respect to the common truth found in them—the act of generalization. The first stage of this act will include only the individuals observed. Since all the particulars in which the common truth is found can not be observed, the general truth must be extended beyond the individuals observed by means of induction—the leap of faith which carries beyond the seen, the now and the here, to that which lies out of the reach of observation. To confirm the generalization by induction, the mind searches the reason for the uniformity; and will not rest until. through deduction, it finds the necessity in the nature of the numbers for the uniformity observed.

All the foregoing named facts are implicit in the proposition. The mental processes constituting the method of the proposition are, therefore, (1) Observation; (2) Comparison and Contrast; (3) Generalization, based on the individuals observed; (4) Generalization through Induction; (5) the Generalization of Induction established by Deduction.

To teach this proposition is to cause the pupil to experience the five mental steps in this organic process. Not that each of the steps named must be completed before the next is begun; but that, to a certain extent, each conditions the other in the order named. They are all involved, and the mind's movement is determined by them. This movement is the method. The teacher has no choice in the matter. He may have choice

in the devices by which he stimulates the mind to the required activity, but none in his method. Every thing done must produce this pre-established process.

Knowing that observation is involved, the teacher must supply the conditions for observation—particular examples embodying the general truth. In this the teacher has choice. the student is required to learn the principle simply as a statement in the book, the act of observing is omitted because the conditions are not supplied, and the directions not given which require the observation. Observation is the basis for the comparison and contrast, and may be secured by requiring the comparison and contrast of each given problem with another. The teacher has no choice as to this requirement. In order that non essential likenesses be not confused with essential ones, the problems should differ in as many points as possible; and should include those which do not meet the conditions of the proposition. These will illustrate: (42-8)+2; (72-21)+3; (15-7)+3; (196-49)+7; (71-36)+5. Let the pupil be supplied with many such examples, and required to observe and state the relation of each factor to the two numbers and to their difference; and on this basis to state likenesses and differences between examples.

The pupil, by experience, will be impressed with the fact that when the factor is common to the two numbers it always factors their difference; and that when it is not common it may or it may not factor their difference; and that in the latter case no law can be stated. At this point, the pupil is ready to say that, of the problems examined, when a factor is common to two numbers it is a factor of their difference. This is generalization to the extent of the pupil's observation.

So deeply grounded is the faith on which induction rests that the pupil will, if not checked, extend his generalization to all examples having the same conditions. Here is an opportunity to check the tendency to hasty induction. The student should be led to see that he is absolutely certain of the truth only in its application to the particular problems examined. Suppose that at this juncture each student in the class be required to justify

the induction which he so strongly tends to make by constructing and testing many examples. If each pupil should test 50, a class of 20, each making a separate list of his own, would test 1000 examples. By this time, all pupils having made their reports, each would be strongly confirmed in his belief in the general truth of the proposition.

As the work proceeds thus far, there will arise in the mind of each pupil the query, Why this regularity? What in the nature of the case makes it thus? If the student can ascertain this, his induction will become certain through demonstration. Suppose the teacher causes him to analyze the numbers containing the common factor in a given case, and to find that, by the condition of the proposition, the two numbers in all cases are each made up of the common factor, and that it is impossible for any remainder to occur that is not composed of the common factor; since the remainder is a part of, and therefore like, the minuend. The process of taking factors of a given kind from factors of the same kind must leave factors of that Now the pupil will say that in the nature of things whenever a factor is common to two numbers it must be a factor of their difference. He is sure it can never happen otherwise, and affirms the truth with the satisfaction of certainty.

It is interesting here to note that at each step the new state of mind urges to the next, and that the mind finds no rest-till the final step, which gives perfect confidence in the certainty of the truth affirmed. At first, it is curious to find only uniformity; discerning this, it craves the reason for the uniformity.

# PRIMARY DEPARTMENT.

[This Department is conducted by Howard Sakdison, Professor of Methods in the State Normal School.]

# LANGUAGE WORK.

NE phase of primary language work is that in which, an isolated sentence being placed upon the board before the class, the pupils are led to take three steps in its consideration:

- I. The imaging or constructing of the set of circumstances under which the one who spoke or wrote the sentence, did so. For example, the structure of the sentence "They heard it rain" could be based upon the following imaged environment, as also upon many others: Two boys were sitting in a room discussing where they should play. Just as they were speaking the sound of rain drops on the window decided that their play should be indoors. Their little sister, who had been listening, went to their mother and said, "The boys were going to play in the yard, but they heard it rain, and so they will play in the house." Each pupil is thus to construct conditions under which the speaker might have uttered the sentence.
- 2. Each pupil is to be led to decide the meaning of each word, deciding from the conditions which he has imaged. For example, in a given sentence, one pupil may see that in the conditions he imaged, the word "it" means an apple; another, that in the circumstances imaged by him, it means a horse, etc.
- 3. The pupils are to be led to decide the force of the word from all the examples; as, that the word "it" may mean a child, an animal, or an inanimate object; that it alway means one, etc.

In the following is presented an example of the nature of the work in the phase above referred to; it is a stenographic report of a lesson given in the last month of the Second Year Grade. The lesson in full is not here given, however. Only the part bearing on the first step is given, and that not entire, on account of the space it would require.

In the work in this phase, the basis is always an isolated sentence, the connections of which are unknown to the pupil.

The grounds for employing such an isolated sentence, are:

- a. That it thereby involves a higher degree of independent activity on the part of the pupil.
- b. That in consequence, it results in greater power of insight into the language itself.
- c. That a second result of this greater self-activity, is greater vividness of the relations.
- d. That there is inculcated a greater degree of dependence upon the self.

In the lesson herewith to be considered, the isolated sentence to be used is—They all saw it fall. In all work, it is to be assumed that the teacher (1) is master of, the particular subject matter, and (2) understands the degree of development, and (3) is acquainted with the peculiar mental characteristics, of the class. In order, therefore, to give the principal attitude from which to consider the nature of the lesson, it is incumbent to at least partially sketch the knowledge that the teacher must possess, in order to conduct the work most effectively.

Concerning the subject matter (the only one of the three phases of knowledge above mentioned, that is accessible to the reader), the teacher should be clearly conscious:

- (1) That three actions are involved—that expressed by the word "saw," and those implied in the word "fall," and in the speaking of the whole sentence.
- (2) That those actions indicated by the word "saw" and the word "fall," were simultaneous.
- (3) That the actions denoted by the word "saw" and by the word "fall," preceded that implied in the utterance of the sentence; e. g., the first two may have occurred at 12 M. and the other at 12:01 P. M., 12:10 P. M., or 1 P. M., etc.
  - (4) That the time of the first two actions may be viewed:
- (a) Definitely, in reference to the time of the last. That is, if the 'falling' and the 'seeing" occurred at 12 o'clock, and the uttering of the sentence occurred at 1 o'clock, and it is the intention of the speaker to have the first actions thought with definite reference to the time in which he speaks, it would have been shown by the expression—'They all have seen it fall.'
- (b) Definitely in reference to a time succeeding their own, and preceding the last. That is, if the actions denoted by the words "saw" and "fall" occurred at 12, and some other action occurred at 12:30, and the action indicated in the speaking of the sentence occurred at 1, and it was the intention of the speaker to have the first two actions thought of with distinct reference to the action occurring at 12:30, the expression would have been—'They all had seen it fall.'
- (c) Indefinitely in reference to the time of uttering the sentence; as, in the given sentence—"They all saw it fall."

- (5) That the action expressed by the word "saw" is performed by the object expressed by the word "they".
- (6) That the action implied in the word "fall" is put forth by the object denoted by the word "it".
- (7) That the attribute expressed by "saw it fall" is an attribute of the object expressed by the word "they".
- (8) That the word "all" expresses the same object as does the word "they", and also limits the application of the word "they".
- (9) That the word "they" means, generally, two or more; but that in this sentence, it can mean no fewer than three.
- (10) That the word "they" expresses the object that does the seeing.
- (11) That generally, the word "they" applies to things, to persons, or to animals; or to all three of them, or to either two of them. That is, to two or more chairs; to two or more persons; to two or more animals; to a chair, a person, and an animal; to a thing and a person; to an animal and a person, etc.; but that in this connection, it can apply only to persons; to animals; or to persons and animals.
- (12) That while the word "they" expresses the object spoken of, it may also express the speaker, when the speaker does not include all that the object spoken of does; as in the imaged environment given above; or, that it may express the speaker, when the speaker and the object spoken of are identical; as for example, in the case of two boys who having been performing a given piece of work in the yard, conclude to go into the house together and utter this sentence to their mother-"Your two boys have finished the work, and now they wish to go into the field"; or, that the word "they" may include those spoken to, and spoken of, as in the following case: A man having given three boys permission to take apples from a certain tree only, and finding them taking those from other trees, speaks to them as follows: "I gave three boys permission to take apples from this tree only, and find them taking from other trees; hereafter, they will not be permitted to take from any of the trees."
  - (13) That the word "it" means one object.
  - (14) That the word "it" applies to a thing, an animal, or

a person (child); or, that the word may apply to a person, either in case the knowledge possessed is vague, or sarcasm or contempt is intended.

That in the case of vague knowledge, is exhibited in the following: They saw something moving noiselessly along the roof in the shadow. Suddenly they saw  $\dot{x}$  fall. Instantly the man (for such it proved to be) rose and disappeared in the darkness.

The case involving contempt appears in the following: "I am speaking of a thing in human shape; through the favor of an incapable sovereign, it has attained power," etc.

- (15) That the word "it", in the sentence employed in the lesson, expresses the object that was seen, and also the object that did the falling.
- (16) That in the given sentence, the word "it" could express either the object spoken of, as in the above case concerning the "rain"; the object both spoken of and to, as in the case of a parent taking a child that has just had a fall, and saying to the child—"Did it fall, with all these people around?" "They all saw it fall"—(still addressing the child); or the speaker and the one spoken of, as in the case of the child saying to the parent when speaking of itself—"Your little child fell down, and they all saw it fall."
  - (17) That the word "saw" expresses, etc.

The position is not taken, that all the foregoing distinctions that have been made, and others that might be given, are to be considered and treated with a class in the Second Year Grade. But the view to be held, is, that the primary teacher who is adequately prepared to present points that are deemed appropriate, must have that thorough insight into the possible environments, that may be imaged, which the foregoing suggests.

On the basis of this knowledge of the sentence, qualified by a clear insight into the advancement of the class, and their peculiarities, the teacher must *judiciously select* points to constitute the lesson.

In this case, the evident aim of the teacher was:

a. To lead each child to image a definite environment for the speaker. (Part of this part of the lesson is presented here with comments.)

- b. To have each child determine from the environment that he had imaged, the application of the words "they" and "it", in regard to the number or kind of objects that they denote. (This part of the lesson is not here given.)
- c. To have the class determine from the application of these words in the various cases, their general force, as to the number, or kind of objects that they denote. (This portion of the lessonis not here given.)

A logical approach to the ideas indicated in the aim, might: have been that through a preparatory lesson, the aim of which would have been:

- a. To make the pupils indicate the three actions, set forthby the sentence.
  - b. To awaken the idea of the relative time of these actions.
  - c. To make clear the general force of the word "all."
- d. To show without reference to this sentence, that the words they" may refer to the ones spoken of only; to the speaker and the ones spoken of; to the ones spoken of, and spoken to.

This preliminary work was not, however, essential, since theideas indicated in the aim of the preparatory lesson, could bedealt with as the necessity arose in the progress of the lesson.

When so considered, the ideas gained are frequently morevivid, and the advantages of inculcating the habit of carefully examining a point in all of its phases before forming a decision, are greater.

The habit of systematically preparing to deal with a givendifficulty, is not, however, so well established.

The lesson as given was as follows—that included in the brackets being comments thereon:

Tr. (Pointing to the sentence on the board.) Who will read it? (hands.)

Tr. (Indicating a pupil.) Pu. reads: They all saw it fall.

[What is the ground for having the sentence formally read?' The result was three-fold—the concentration of the attention; material for the pupil's tendency to activity; and a test of ability to read with intelligence at sight.

The first and second of these only, could have been produced by the succeeding direction, and perhaps not so completely. The art of teaching requires that the teacher shall be conscious of the ground of each direction and question, in the process of the lesson.

The teacher really has a double consciousness—the class and needs of the pupil, and her own directions, questions, and illustrations, with their rational basis. The second, in the skilled teacher, present themselves somewhat automatically, as a result of previous training and study of the lesson.

Tr. "Now I will give you just a moment to think what that story means to you."

[The use of the word "now" as introductory to directions and questions, is one to be considered. The reference to it in this one case will suffice, but the effect upon the lesson of its frequent occurrence, is to be studied. This is, however, merely a formal point.

It is to be noted that the step of constructing an environment for the speaker, succeeded almost immediately, according to requirement, the observation of the sentence.

Another mode of procedure, would have been to call attention to the sentence at the beginning of a study period. The pupils might then have been directed to think carefully upon its meaning, and then to neatly set forth in writing, upon slate or paper, the expression of the circumstances that they had constructed as adapted to the meaning of the sentence.

To put the work in writing, would have resulted in greater accuracy in the construction of the environment. It would also have given drill in the construction phase of language, an optunity for examination of the ability to punctuate, capitalize, etc.; and better grounds for comparing the application of the words "they" and "it."

Tr. Carrie.

-Pu. Flora, Alice and I were walking along by the cathedral, and the men pulled down a chimney, and they all saw it fall.

[This answer required that the teacher should concentrate the attention of the class upon two points:

- a. The connectives—i. e., the frequent use of "and."
- b. The application of the word "they."

It will be observed that in each example attention is turned only to the latter.

The principle that the greatest degree of activity appropriate to the stage of development, results in the greatest degree of development, requires that the pupil should be given the insight arising from viewing the word in all of its main relations, if the stage of development permits.

According to this principle in the given case, the pupil would be led to see:

- (1) That the word "they" may refer to the "men."
- (2) That it may refer to "Flora, Alice, and the men."
- (3) That the pupil may have intended it to refer to "Flora, Alice, Carrie, and the men."
- (4) That the pupil may have intended it to refer to "Flora, Alice, and Carrie."
  - (5) That the third and fourth references are not probable.
- (6) That if the fourth reference is intended, one of two things is required—either the use of the word "we" instead of "they", or the reconstruction of the sentence in order to render definite, the application of "they." The reconstruction of the third should also be indicated.

If it has not been done before, the rhetorical principle of clearness is here to be touched upon in a manner adapted to the capacity of the class.

In regard to the use of the connectives, the point could have been made clear by throwing the story into separate sentences, as:—

- a. Flora, Alice and I were walking along by the cathedral.
- b. The men pulled down a chimney.
- c. They all saw it fall—and then reconstructing.

This should have been followed by questioning as to the time of the actions denoted by 'walking' and 'pulling down.'

As a result of this, the pupils would have been prepared for the direction to recast the sentences into a single sentence. The reconstructed story would have appeared somewhat as follows: "Flora, Alice and I, were walking along by the cathedral while the men were pulling down a chimney, and they all saw it fall."

This would render it evident to the pupils, that a further modification was necessary, in order that in the sentence—"They all saw it fall," "they" could be used with a definite application. Ac

curate work was especially requisite upon this first sentence, in view of the succeeding work ]

Tr. Meaning whom? Pu. Flora, Alice and I.

Tr. Now there is something wrong about that.

[This statement is against the principle that the pupil's self-activity is, upon each point, to be employed to the highest degree that his development permits. In this case, the development would have permitted the request for a full statement. This probably would have resulted in—The word "they" means 'Flora, Alice and I.'

If "I" was again used, a test was required to ascertain whether the pupil would use the form "me" in such cases as:

Do you mean ----?

He saw ---.

They spoke to ---.

If this test showed that the child was able to use the correct form, the following should have been applied as a test:

Do you mean Flora, Alice and ----?

He saw Alice and ---.

They spoke to Flora, Alice and ----.

If in these cases the pupil used the word "I", it would indicate that she considered the word "and" to modify in some way, the relation existing between the object expressed by the word following it and the action expressed by a preceding word.

This view is not unusual in mature persons, as indicated by practice. It would have been artistic teaching, therefore, to seize upon a state of mind manifest, and a point under consideration as suitable circumstances under which to make the true idea definite to them. This would have required as a further test:—

- (1) The separation of the sentence; as, of the sentence—"Do you mean Flora, Alice, and ——?" into
  - a. { Do you mean Flora? Do you mean Alice? Do you mean me?

And the sentence-"He saw Alice and -" into-

- b. { He saw Alice. He saw me.
- (2) Their reconstruction—as, Do you mean Flora, Alice, and me?

(3) The obtaining of the statement, that the word "and" does not influence the form of the following word.

Tr. Again. Carrie. Pu. Flora, Alice and I.

[The above suggested work would have obviated this answer.]

Tr. Who will help her a little?

[This question is not in harmony with self activity.]

(Hands.) Karl. Pu. Flora, Alice and I.

Tr. That is just what she said.

[The difficulty of the pupil in this case, was in-attention. The first requirement, therefore, unless the child was of a timid nature, or the inattention unusual, was to ask of him the restatement of Carrie's answer. If he had been unable to reproduce it, he should then have been required to determine the reason that he could not. If he had been able to reproduce the previous answer, then he was to be led to compare the two answers, and to give the reason for giving the same answer that Carrie had given, when it was the understanding that her answer was viewed as incorrect.]

(Hands.)

Helen.

Pupil. Flora, Alice and me.

Tr. Right. Now I am ready for another story.

(Hands.)

Gretchen.

Pupil. Helen and I were in the woods one day, and there was a nest up in a tree, and there were some other girls with us, and we watched it, and "they all saw it fall."

[This story required a treatment similar to that suggested for the first. If thorough accuracy had been secured in the expression of the first imaged environment for the speaker, it would have resulted in greater accuracy in this, and succeeding cases.

The points of the preliminary lesson suggested, would also have contributed to this. Inaccuracy was sanctioned, and an opportunity for activity and training omitted, by accepting the story with its indefiniteness and ill-arrangement.]

Tr. I am ready for another story.

(Hands.)

Helen.

Pupil. Mamma, our baby and myself were up by the amphi-

theater one day, and the tower fell after a while, and then some body came up and asked mamma if we saw it fall, and she said "They all saw it fall."

[In this answer there were three things to which to attend:

- a. The use of the term "myself."
- b. The frequent use of "and."
- c. The indefinite use of "they."

The mode of dealing with "b" and "c" has been indicated under the first story. The use of the term "myself", that appears here, is a mistake peculiar to persons of some education. The basis of the mistake, is the psychical fact known as the transferrence of feeling, and want of reflection. By transferrence of feeling, is meant the association of a feeling inherent in a given fact or relation, with a different fact or relation, because of some unessential resemblance. For example, a child may receive something that is unpleasant to the taste, out of a very beautiful cup. The feeling naturally pertaining to the flavor, may be transferred to the cup itself; or to the room; or to the one who held the cup.

In like manner, the feeling that arises, under education, for the term "me" in such expressions as, Henry and "me" are going. You have seen him more often than "me",—(than I have)—is transferred to the word "me", even in its legitimate uses.

This, although unconsciously done, leads to its avoidance. Such is doubtless the explanation of its use in the given case, and of the failure to deal with the point.

The inaccuracy in the use of "myself" could have been made clear to the class by explaining the only uses of the word, and then having the first part of the sentence restated.

The only uses of the word "myself" are two:

- a. The emphatic use; as, I, "myself," will go.
- b. The reflexive use; as, I blame "myself."

Pupil (teacher having indicated.) John, Harry and I were out in the woods once, and there was a tree on fire, and there came a big wind and it blew the tree down, and "they all saw it fall."

[In this story, the points to be examined are:

- a. The use of the connectives.
- b. The appropriateness of the word "big."
- c. The maccuracy of the word "they."

The treatment of the story strengthened the habit of inaccuracy in both the teacher and the pupils, because of the consideration of one point only.]

Tr. Instead of saying a "big" wind, what should you say? [The work in this instance could have been so put as to require of the pupils the word that was somewhat inappropriate, the reason for it; and the more appropriate word. This would have been more in accord with the principle that the greatest development arises from the greatest appropriate self-activity.]

(Pupil hesitates.)

Tr. Who will help him a little?

[This question in this connection did not conform to the **principle** of self-activity.]

(Hands.)

Karl.

Pupil. The storm.

Tr. Instead of saying "storm", what else could you say?
[The use of the word "else" engendered inaccuracy through the tendency of the pupils to imitation.]

Pupil. A strong wind.

Tr. Right. Now I am ready for another story.

(Hands.)

Harry.

Pupil. It is a true story. One time when the parade was going by, and there were a good many watching it, and a boy bought a balloon, and it got loose, and when papa came home mamma asked him if the boys saw it fall, and he said—"they all saw it fall."

[The points to be made in dealing with this example may be inferred from the comments on the preceding example.]

# COUNTRY SCHOOL DEPARTMENT.

[Conducted by W. H. CAULKINS, Supt. Tippecanoe County.]

## GEOGRAPHY.

physical geography the country teacher has many advantages which the city teacher must necessarily lack. Every country child has seen hills, rivulets, islands, peninsulas, capes,

ponds, and springs; is familiar with vegetation and the conditions of its growth, names of many ordinary plants; domestic animals, some few wild ones, and their habits;—in short, has a variety of images upon which to draw when he attempts to picture his physical geography. The seasons, with their attendant circumstances, are familiar to him. He has seen the sun rise as often as he has seen it set. He learns to tell the time of day by the height of the sun; to predict the weather by the wind and clouds. What more could a teacher ask?

This stock of images should be used to its utmost in teaching the logical phase of physical geography and the imaginative phase. Draw on his knowledge of the wearing away of creekbanks, even of the ridges of furrows, by running water, to exemplify this general truth and to understand the courses rivers make for themselves. His knowledge of the difference of soil in the woods, in the corn-field, and in some unsheltered, uncultivated spot, will enable him fully to understand the effects of vegetation on soil. His experience with dew, frost, snow, hail, fog, will give him a fine basis on which to build his knowledge of the forms of water and atmospheric elements. His actual contact with the shapes of land will enable him to put a definite content into the terms for these shapes. Descriptions of foreign lands, foreign plants, and foreign animals can be readily built up in imagination from the scenery, plants, and animals with which he is familiar. What more could a teacher ask? Observations of the sun, moon, and stars, furnish a basis for the motions of the earth, the zones, the equator,—all of mathematical geography desirable to be taught.

In political geography we are somewhat more limited in material. The child is as familiar with the institutions of the Church and the Family as his city cousin, but he knows only the individual school. He does not feel himself a part of a great system education. He knows nothing of school board, or principal, or superintendent, and can form but a vague idea of the meaning of county board, county superintendent, state superintendent. His idea of county superintendent is that of a grim annual visitor who looks dreadfully wise, and cross, and who asks hard questions.

In the institution of Society he is still more at sea. What can he know of the vast social body bound together by universal laws? He knows that when he goes on his rare visit he is dressed up in his Sunday best, puts on his Sunday manners, and is as apt to be uncomfortable as to have a good time. He learns to amuse himself (when he is done with the everlasting chores), and feels under obligations to no one except his family. Insulated as it were from his neighbors, what conception can he form of Society in general? In the institution of Industry or Business, what chance has he to grasp the vast industrial systems of a country, the immense manufactories, the wholesale houses, monopolies, banks, commerce, all the great modern machinery of trade? The weekly visit to the town with produce, and the weekly or monthly supply of groceries, and clothing, sum up his knowledge of Business. The car-load of cattle he has seen loaded on the train, and his rides to and from some distant relative constitute his knowledge of commerce and railroads. Of canals, of steamboats, of ocean traffic and all foreign commerce he has but the dimmest conception. He is worse off when he approaches the institution of the State. His whole knowledge of this consists nearly always of the isolated fact of an election occasionally in his neighborhood, and perhaps a few rallies during a campaign. Ninety nine times out of a hundred the President or the Governor, the Congress or the Legislature, are no more to him than the Queen of England or the English Parliament. He has perhaps heard of laws, but he knows nothing of courts, lawyers, judges, sheriffs, or policemen, save as a breath from the city wasts an echo of the ideas to him. He is absolutely without any basis at all for forming a conception of a King, or an Empire, or a Despotism, as distinct from a Republic. He has but little idea of the meaning of republic even. He is almost as free here in America, on a farm, as if he were alone on an isolated island of the Pacific. The capital of a country is nothing more to him than a big town. A hundred-thousand people means just as much to him as a hundred million. Unless he has been in a large city he has no more conception of one than he has of the planet Mars. We have experienced all these difficulties and know whereof we speak.

Does it not follow that in the city the political part of geography has a fine basis, but in the country the physical part is established the most firmly? What can be done then to give the pupil an idea of something he never sees, and never comes in contact with? It is a hard task we admit, but the teacher must do all that is possible to supplement his experience. Illustrated books and magazines describing and picturing cities, kings, processions, modes of life, manners and customs, are a great help. We regret that the finely illustrated geography in use in the state has been disposed of. It was a god-send to many a country district. Yet it was but the merest beginning. The St. Nicholas magazine has done much in this direction. Harper's Weekly is valuable for its pictures. But the most essential thing is a teacher with a clear, accurate, full mind and a ready tongue. Listen? Of course they will listen, for hours at a time. Postage stamps, coins, anything foreign will excite the greatest interest. We have seen a class wrapped up in a bit of curious foreign workmanship.

Beginning with the home railroads and developing the subject with books, pictures, and conversations, as full a conception of the vast system of modern commerce should be given as possible in the all too short a time. The pupil should be made to feel that he lives in a great world, among a great humanity whose progress, whose civilization depends on the progress and civilization of every individual human being in it. He should be made to feel some of the ties that bind man to man, and then when he makes the transition into history he will be able to understand the great significance of past human events.

W. W. BORDEN, of New Providence, while in England purchased an undoubted copy of the famous Second Edition of Shakespeare, printed in 1632, which he accidentally found for sale. It will be added to Borden Institute Library. This work is a valuable addition to the list of rare books in Indiana, as it is probably the only copy in the state. One hundred and fifty dollars was the amount paid for it.

A large number of other valuable books, selected from the cities of Europe, have been added to this library.

# EDITORIAL.

ORDERS for change of address of the Journal should reach this office not later than the 25th of the month, as the mailing list is made up at that time. Orders for change later than this always makes necessary double mailing. Don't forget to give the old address as well as the new.

IF the person who wishes the September and October numbers of the Journal will write another postal card and give his address he will stand some chance to get them.

A GOOD IDEA.—In Wayne county steps are being taken to secure school supplies at the lowest possible price. The board of education will hereafter have a committee to carefully examine all goods and agree upon terms. Trustees will make all purchases, except of fuel and building material, through this committee. Two things will be gained by this plan: (1) It will avoid imposition that is sometimes practiced upon individual trustees. (2) It secures goods at lower prices.

COUNTY ASSOCIATIONS are held in a majority of the counties of the state. They are usually held for two days, the trustees paying teachers for the school day. In some counties the work is done entirely by home talent: in others an annual fee is charged and a lecturer from abroad is employed. Some add the feature of oratorical contests, and so various plans are taken to add interest. The meetings are certainly valuable and should be cordially supported. Teachers need not only to compare views, but they need to know one another better.

THE NATIONAL EDUCATIONAL ASSOCIATION has been definitely located. It was decided last summer that the next meeting should be held in St. Paul, Minn., provided satisfactory arrangements could be made in regard to hotel rates, railroad fare, etc. Pres. Canfield and Treas. Hewett have been to St. Paul and they report things "perfectly lovely," and so the matter is settled. The date fixed for holding the meeting is July 8 to 11. Local committees have been appointed and all things are now ready. The Journal predicts the largest meeting on record, and fully expects to see Indiana send her full quota.

THE Cincinnati, Hamilton & Dayton Railroad has recently put on its Indianapolis branch a magnificent Vestibule Train, which runs through from Cincinnati to Chicago, taking the "Monon" line from Indianapolis. On October 19 the company placed this train at the service of about 175 invited guests from Indianapolis. They left Indianapolis in the morning, spent a few hours in Cincinnati and returned in the evening. The guests were elegantly entertained, enjoyed the

trip very much indeed, and expressed unbounded admiration of the elegant cars and genuine thankfulness for the handsome treatment received from the company. In the evening the guests left the train with three cheers for the C. H. & D.

### OFFER EXTRAORDINARY—READ.

To every subscriber of the Journal who will send to the editor a new subscriber and \$1.25 (club rate) between now and January 1, 1889, will be sent, post-paid,—

### "THE EVOLUTION OF DODD."

This "Evolution of Dodd" is a story of a boy's life, giving all his school experiences. It is written by an experienced teacher and illustrates many phases of school management. It is highly entertaining and at the same time is full of practical suggestions to teachers. It contains 253 pages, is in good type, and neatly bound in paper cover. Dr. E. C. Hewett, author of Hewett's Pedagogy, says of the book: "I am glad 'The Evolution of Dodd' is to be kept before the public. It is an interesting story, and has many valuable suggestions for teachers and parents. It presents some points not often found in books on pedagogy."

Now let every subscriber to the Journal secure a new subscriber at club rates, and get this interesting and helpful book.

### A DEVICE IN DISCIPLINE.

The writer recently spent a little time with H. G. Woody, principal of the Kokomo high-school. His school-room was crowded, there being five more pupils in attendance than there were seats in the room. Yet the order was perfect. Not a whisper—not a note passed—no side glances—simply an earnest attention to business. There were frequent consultations of dictionaries, encyclopedias and other reference books, but no communication. Each pupil seemed interested in his own work and attended strictly to his own business. It is simply a model school.

In this school each pupil keeps his own record of both conduct and study, in a little blank book prepared for the purpose, and makes daily entries. This is not the "self-reporting system," because the pupil's standing is not made up from this record. The pupil does not report to anybody; he simply keeps the record for himself. The principal frequently looks at these little books to see how they are kept, but never criticises the marking. The pupil is not required to show his book to his parents, and yet he is encouraged to keep a book that he will not be ashamed to show. The pupil is given to understand that

the record is for his own benefit exclusively, and that it is for his own inspection exclusively, unless he chooses to let others see it.

It seems to the writer that the above named device is an excellent one, for two very manifest reasons:

- (1) It compels the student to constantly compare his own performances, in both conduct and work, with his own ideal standard of excellence, and this is worth a great deal to any one, whether in school or out of school
- (2) It places no inducement before the pupil to make a false report, and this gives it its immense advantage over the "self-reporting system."

Let no teacher flatter himself that this device or any other, however good, will run itself.

# TESTING THE NEW SCHOOL-BOOK LAW.

Some time ago Ivison, Blakeman & Co., whose geographies were used in the Indianapolis schools, went into court to test the right of the School Board to substitute the state books for theirs, as the books had only been in use two years. Two points were made—first, a contract was claimed, and second, the law was claimed to be unconstitutional in several points. The court ruled in favor of the school board on both points.

The case was not appealed, and so the court decision is not binding outside of Marion county. Within a few days a writ of mandamus has been issued against Clarkson Hawthorn, trustee of Monroe township, Howard county, to compel him to order the new books, which up to date he has failed to do.

He claims that the children in his township are already supplied with books, and makes several points against the constitutionality of the law. Lawyers have been employed on both sides, and it is understood that this case will be carried to the Supreme Court.

### ASSISTANCE FOR COUNTY SUPERINTENDENTS.

Supt. La Follette recently sought an opinion from the Attorney General as to how county commissioners could legally allow county superintendents necessary clerk hire to have the work of their offices promptly and properly done. The reason for the inquiry is that it is claimed since the operation of the new text-book law the work in the office of county superintendents has been increased so that it can not be accomplished by a single person. The Attorney General held that if there is a clear public necessity for the employment of a clerk for all or part of the time in the offices of county superintendents, the commissioners of the county may order the employment by entering a find-

ing of the above fact of record. No allowance can, however, be made on such account unless the clerk's claim for compensation has been on file for ten days prior to the term at which it is proposed to obtain an allowance, in order that any tax-payer may be afforded an opportunity to contest the claim. (Sec. 5,766, R. S., 1881.)

It has been customary in some counties in past years to allow this clerk hire. The county commissioners very wisely concluded that the county superintendent could do most good in visiting schools and giving his best efforts to aiding and improving the weaker teachers and to the encouragement of all. It is certainly a great piece of folly to pay the superintendent \$4.00 a day to sit in his office and do clerical work which can be done just as well by one that can be employed for half these wages.

While in most counties superintendents are treated liberally by the commissioners, in others they are not. In a few counties the commissioners even refuse to furnish the superintendent an office, and in quite a good many they refuse to allow him for postage and stationery. This is manifestly unjust. No other county officer has such responsibility as the superintendent of schools; no other one determines the conditions under which so much money is expended; no other one holds in his keeping such vital interests of the people; no other one has it in his power to do so much good or so much harm; and yet,and yet,-not another officer in the entire list that is not provided with a well furnished office, and in addition is paid a liberal salary—while the poor county superintendent is usually crowded into some cornerfrequently crowded out of the court-house entirely, and in a few instances denied an office altogether, and denied pay for the stationery that the law compels him to use in the discharge of duties that the law itself imposes upon him. This is simply an outrage, and commissioners who impose it should be ashamed of themselves.

In the light of the fact that the new school-book law imposes additional duties upon superintendents, it is to be hoped that those who have been heretofore shut out in the cold will renew their demands for offices and stationery, and then if the commissioners fail to grant them —— may the Lord have mercy upon their poor stingy souls.

# SUPERINTENDENT LA FOLLETTE'S BIENNIAL REPORT.

[This report was delayed far beyond the usual time on account of the inability of the state printer to complete it in addition to the work thrust upon him by the last General Assembly. It has been out two months or more, but mention of it in the Journal has been delayed.]

In examining this report we find after the usual title, filing certificate, communication to the Governor, and other items of minor im-

portance, the recommendations to the legislature. This was printed in pamphlet form for the use of the General Assembly, and has been pretty thoroughly distributed throughout the state. In it we find some excellent suggestions pertaining to the compulsory education law and reasons therefor; modifications of the duties of township trustees, particularly that relating to transfers for school purposes; making the office of county superintendent a salaried office; and reduction of the rate of interest on the common school fund, which was done; and a law requiring justices of the peace to report semi-annually, under penalty; a plea for manual training schools, and for the schools of Indianapolis, besides the statement of the necessity for a liberal appropriation for the State Normal School.

Under the head of Elementary Schools we find the course of study adopted by the last County Superintendents' Association; the plan of graduating pupils from these schools; an account of the Young People's Reading Circle, which has grown so largely from the ranks; and a suggestive program for Arbor Day. Closing this part of the report, the plan of historical lectures for young people, as followed in Indianapolis, is fully set forth by one of the chief promoters of this very popular course, Miss Charity Dye.

A list of commissioned high-schools, arranged alphabetically, and complete to October 1888, is given.

Under the title of "Teachers and Teachers' Institutes" we have the subject of "Teachers' License" set out at length, with questions for both state and county licenses, that have been used within the past year, printed therewith. A list of state and professional licenses issued up to date, with one or two exceptions, is given full and complete.

Township Institutes, together with the outlines of work used throughout the state last year, is given in full. Following this comes a short dissertation on County Institutes; then a complete account of the history and growth of the "Teachers' Reading Circle", with the outlines of the "Lights of Two Centuries," by Mrs. McRae, as well as "Psychology", by R. G. Boone, "Marble Faun", by T. G. Alford, and outlines of "Compayré's History of Pedagogy", by S. S. Parr. The preservation of these outlines in permanent form is one of the most valuable features of this report.

The State Educational Association consists of the Association of County Superintendents, State Teachers' Association, with the Association of Institute Instructors a possibility.

A very complete account of the workings of the County Superintendents' Association, together with the papers and discussions of the same is given. One or two papers read at Association of Institute Instructors, which was held as a part of the County Superintendents' Association, are given in full, together with the lists of County Institutes and the names of the instructors of 1887.

A most excellent history of the State Teachers' Association is written by the veteran school superintendent, D. Eckley Hunter, of Bloomington.

The State Institutions—Indiana University, Purdue University, State Normal School, and Reform School for Boys, each has a very complete, concise account of their workings written by the president of each.

A table containing the number of townships, towns and cities is given; then follows the list of county superintendents elected in June, 1887; and the list of superintendents of city schools and high-school superintendents following.

The most valuable part of the report as a matter of reference is found in the synopsis of legal duties of school officials. All of the school officers of the state have their duties given with reference to the section embodying the same; also the duties of parents and guardians. On page 390 we find when these duties must be performed.

Under "County School System" we find a very excellent paper setting forth the work of the county superintendent more carefully than it has appeared to our knowledge elsewhere.

Quite a complete history of the school funds of Indiana is given, which will be of great advantage for future reference.

In the statistical side we have a complete analysis of the finances of the several school corporations given separately, closing with the name and location of every private school as reported by the county superintendents for that purpose.

This is the most voluminous report yet published, and the facts and forms it sets forth will be valuable for future reference. Taking it all in all we find much to commend and little to condemn.

### ELECTION CONTESTS OF COUNTY SUPTS. SETTLED.

At the election for county superintendent in Switzerland county in June, the trustees were equally divided, with the auditor a republican. The trustees met and organized according to law; but, when the balloting began, it was found that the republican trustees only had voted, and that the democratic trustees refused to vote.

The county auditor, who was clerk of the meeting, declared that W. A. Van Osdol, having received a majority of the votes cast, was duly elected, and certified the same to the State Superintendent.

The outgoing superintendent, M. C. Walden, held that no election had been had, and refused to surrender the books, etc., to said Van Osdol. In the Circuit Court, "The State ex. rel. Walden vs. W. A. Van Osdol," was the title of a suit filed to institute quo warranto proceedings against Van Osdol.

- 9. Give two facts in reference to the structure of the skull, **making** it a fit protection to the brain.
  - Io. Give the process by which a broken bone is restored.

    [Answer any eight.]

HISTORY.—I. Make a division of the history of the United States into epochs, and give reason for this division.

- 2. Give a synopsis of Webster's speech in reply to Hayne.
- 3. State several of the leading principles set forth in the Declaration of Independence.
- 4. What, if any, are the reasons for prohibiting Chinese immigration?
- 5. What is the subject-matter of each of the last three amendments made to the Constitution?
  - 6. Describe the manner of election of United States Senator.
- 7. Explain the difference in the treatment of the Indians by the French and English, and the results of each.
- 8. What discovery was made by each of the following persons: De Soto, Balboa, John Cabot, Champlain, Drake?
  - 9. With what great measures was Henry Clay especially identified?

    [Answer any seven.)

GEOGRAPHY.—1. What is the equatorial diameter of the earth? The polar diameter? What is their difference in length?

- 2. Explain what facts produce the change of seasons.
- 3. What is the cause of waves on the ocean? Of tides?
- 4. When it is noon at London what time is it at St. Louis? Explain.
- 5. In what State does the Mississippi River Rise? What States on its west bank!
  - 6. Bound Colorado.
  - 7. Name the principal countries that compose the Chinese Empire.
  - 8. Describe the Himalaya system of mountains.
- 9. Name and locate the capital of each of the following countries: France, Spain, Switzerland, Belgium, Greece?
  - 10. Name the chief products of Dakota, Nevada, California

GRAMMAR.—I. Write correctly: the legislature of virginia refused April 4th to submit the question to the people, but afterwards voted to do so, and a vote for secession was cast on the 15th of June the legislature of arkansas april 14th voted to Submit it to the people but assembling passed it on the 6th of may.

- 2. Write a sentence containing a phrase modifying the subject. Rewrite the sentence, expanding the phrase into a clause.
- 3. Much that Herodotus tells us of this expedition is more incredible than that longer and far different description of it which Xenophon gives. Which of the historians shall we believe? Or must we

decide, in view of the late discoveries, that it is impossible to have faith any longer in WHAT either of them has written about it?

Parse the words in italics.

15

- 4. Parse the words in small caps.
- 5. Parse "far," "any," "longer," and "to have."

15 15

- 6. Analyze the sentence ending with the first period.
- 7. Give the case and construction of "description." Parse "much,"

the first word. Parse "it" before the words "is impossible." 15

READING .- "Who buildeth broadest, buildeth best;

Who broadest blesses, most is blessed. Who lays the chosen plan so wide It reaches to the other side Of Prejudice and makes her wings Fly true toward the truth of things; Who so extends the temple's wall It girds the greatest gain for all; Who for the weal of man in quest, Puts by the good and wins the best; Then, with his silent work complete, Steps back with self denying feet, And leaves the world his deed supreme-Outbuilds the builder's grandest dream."

- 1. Write ten questions such as you would give a pupil in order to bring out the thought in the above selection. 10 points, 5 each.
  - 2. Read a selection to be marked by the superintendents.

# ANSWERS TO PRECEDING QUESTIONS.

READING.-1. Is the first sentence literally true?

- 2. Why is the broadest building the best?
- 3. What is meant in the second line?
- 4. How is Prejudice inclined to fly?
- 5. Why is Prejudice capitalized?
- 6. Define the word weal.
- 7. Explain the expression "puts by the good and wins the best."
- 8. Why silent work?
- 9. Steps back where?
- 10. Give your idea of the meaning of the stanza.

ARITHMETIC.—I. If we express the members as common fractions the division is performed thus:  $\frac{6241}{1000} + \frac{79}{1000} = \frac{6241}{1000} \times \frac{1000}{79m}$ , and cancelling we get  $\frac{6.241}{70}$  = 81. From this we see that the denominator of the divisor cancels all or a part of that of the dividend, and will leave

as many ciphers in the denominator of the result as the difference of the number of ciphers in the two denominators. Hence the rule.

- 2. The L. C. M. of 15, 55, and 105, which is \$1155.
- 3. By proportion. \$7.25: \$10.50:  $2\frac{1}{4}$  cords;  $3\frac{15}{8}$  cords. Ans.
- .4. Divide  $29^{\circ}$ -40'-10'' by 15, and mark the result hr., min., sec. Result, 1 hr., 58 min.,  $40\frac{2}{3}$  sec.

Note.—Here we must presume that one place is  $29^3-40'-10''$  east or west of the other. As the question reads the difference of time can not be determined.

- 5. Let us assume that \$75 is 5% of a number; required to find the number. Analyze thus: If 5% is \$75, 1% is \$15, and 100%, or the number is \$1500. Hence the rule—Divide the percentage by the rate and multiply the quotient by 100, and the product will be the base, or the formul:  $B = {}^{P \times} \frac{1}{8}$ <sup>20</sup>.
- 6. The interest of \$652 for 15 years at 1% is \$97.80. \$440.10 +  $$97.80 = 4\frac{1}{2}$ , and the rate is  $4\frac{1}{2}$ %.
  - 7. \$50<sup>00</sup>. Cincinnati, O., Sept. 30, 1889.

Six months after date, I promise to pay to James Johnson or order Fifty Dollars, with interest at eight per cent. Negotiable and payable at First National Bank of Cincinnati, O.

Value received.

WILLIAM BRYSON.

- 8. A's capital is  $\frac{9}{20}$  of the whole.
  - B's capital is  $\frac{6}{20}$  of the whole.
  - C's capital is 1/4 of the whole.

A receives  $\frac{9}{20}$  of \$3000 = \$1350.

B receives  $\frac{6}{20}$  of \$3000 = \$900.

C receives  $\frac{1}{4}$  of \$3000 = \$750.

- 9. From the square of the hypotenuse subtract the square of the other side, and the square root of the remainder is the required side.
  - 10. An acre contains 43560 sq. ft.;  $\frac{1}{6}$  of an acre is 7260 ft.

7260 + 44 = 165 ft. Ans.

GEOGRAPHY.—1. Equatorial diameter 7925½ miles.
Polar diameter.... 7899
Difference...... 20½

- 2. The inclination of the earth's axis to the plane of its orbit causes the sun's rays to strike the earth at any one place more obliquely at sometimes than others.
  - 3. (1) Friction of the wind upon the surface of the water.
    - (2) The attraction of the sun and moon.
- 4. When it is noon at London it is about 6 o'clock A. M. at St. Louis. London being east of St. Louis comes into the sunlight earlier, and hence its time is later.
  - 10. Gold and agricultural products in Dakota.

Silver and gold in Nevada.

Gold, silver, grain, fruits, and agricultural products in California.

GRAMMAR.—2. A man of we ilth sees many sorrows.

A man who is wealthy sees many sorrows.

 Which is a relative pronoun, third person, singular number, and objective case, the object of gives.

Which is an interrogative pronoun, singular number, objective case, the object of believe.

What is a relative pronoun, equal to that which, objective case, after the preposition in.

Us is a personal pronoun, objective case, plural, first person, after to understood.

5. Far is an adverb, modifying the adjective different.

Any is an adverb, modifying longer.

Longer is an adverb, modifying have.

To have is present infinitive active, used substantively, the subject of the verb is.

6. A complex declarative sentence. Principal clause is "Much is more incredible." The subject *much* is modified by the clause "That Heroditus tells us of this expedition."

More incredible is modified by the clause "than that longer and far different description of it (is)." Description is modified by "which Xenophon gives."

7. Description is in the nominative case, subject of the verb is understood.

Much is an adjective used as a noun, subject of the verb is.

It is pleonastic, and is used as an independent element.

Physiology.—I. Congestion is excess of blood in any part of the body, with diminished motion of that blood. It is caused by venous obstruction, want of tone in the vessels, or over-excitement of the vessels.

3. It must be kept clean, and at a uniform temperature. The blood must be kept pure. The skin must come in contact with the air. It requires friction.

Function means the work which an organ performs,—its use. An organ is a part of the body composed of several tissues, and adapted to perform certain functions. Tissue is any combination of the elements of the body. Structure denotes the kind of tissue or the manner of its arrangement.

- 5. (1) Sitting in rooms insufficiently lighted. (2) Sitting facing the light. (3) Reading continually. (4) Too frequent use of the black board. (5) The use of colored curtains. Light should be admitted from the side or rear. Black-boards should be dark-green. Colored shades should not be used, etc.
- 7 The lungs are largely made up of air cells, blood vessels, and air tubes. The blood is made to extend over a great surface, by the ramification of the blood vessels, and thus it is brought into contact with the air in the air cells, by which it is oxidized, or purified.

10. The tissues first throw out a gelatinous substance, or a kind of cement which unites the broken bone. This gradually hardens into bone and firmly unites them. An extra amount of bony substance is often deposited at a fracture, causing an enlargement of the bone at that place.

SCIENCE OF EDUCATION.—I. The method of discovery or development is the method of leading the pupil to discover new truths or principles for himself; aiding him to use what he already knows in the discovery of new principles. The method of information is simply to memorize the information imparted by the books or the teacher. A judicious combination of these two methods is the best.

- 2. The first method gives strength, growth, and independence. It enables the pupil to rely upon himself, and to utilize acquired knowledge. Besides, nothing so stimulates the pupil as the pleasure in doing things for himself. On the other hand, this method used exclusively would occupy too much time. And many pupils have not the power to advance without considerable assistance.
- 3. Many things must be given in the shape of mere information. This method requires less time. It cultivates the memory. On the other hand this is the stuffing process, pure and simple. Pupils may repeat what has been given them without understanding what they say. Like the parrot they may talk glibly enough, and not have any real knowledge.
- 4. Yes, as far as possible. Because no words can convey as vivid an idea as the object itself.
- 5. In geography, physiology, physics, botany, zoölogy, etc., sufficiently to give good general ideas of the subject.
- 6. Memorizing the letters of the alphabet; uniting the letters to form words or syllables, (often without any meaning.) It is tiresome and monotonous to teacher and pupil. It is a slow process. It is the method of information almost exclusively.

HISTORY.—I. With reference to results, and for convenience, U. S. History may be divided into the following periods: Aboriginal Period, time previous to 986 A. D.; Voyage and Discovery, A. D. 986—1607. Colonial Period, A. D. 1607—1775; Revolution and Confederation, A. D. 1775—1789. National Period, A. D. 1789—1889.

2. Mr. Webster replied to the speech of Mr. Hayne, of South Carolina. Mr. Hayne eulogized the people of his state for their part in the Revolution. Webster agreed with Hayne regarding the patriotism of Carolina, but thought patriotism was not confined by state lines. The Massachusetts orator declared his state needed no encomiums. He pointed with pride to her history. Webster's speech was a strong appeal for national unity. Mr. Hayne's speech was much inclined to sectionalism.

- 3. All men are entitled to certain rights. Governments are instituted among men to preserve their rights. Governments derive their power from the consent of the governed.
  - 4. Their social habits and their refusal of American citizenship.
- 5. The 13th amendment abolished slavery. The 14th amendment prescribed the rights of citizens, provided a plan for apportionment of representatives, required loyalty and qualification for office, declared the validity of U. S. debt, and prohibited payment of any portion of Confederate debt by U. S. The 15th amendment enfranchised the colored man.
- 6. The U. S. Senators are elected by the legislatures of the states. The election must take place in a joint session. The election occurs on the first Tuesday of the session, provided some person receive a majority of all votes.
- 7. The Indians were treated honestly and kindly by the French. In many of the English colonies the Indians were treated harshly. The French gained the confidence and esteem of the Red Man, while the English were distrusted, and wars between them and the Indians were very frequent.
- 8. De Soto discovered the Mississippi River; Balboa, the Pacific Ocean; John Cabot, North America; Champlain, the St. Lawrence River and Lake Champlain; Drake, the Pacific coast of U. S.
- 9. Mr. Clay favored the second war with England, a protective tariff, and internal improvements. He also was a conspicuous advocate of the independence of the South American States. Mr. Clay was the author of several compromise measures on the slavery question, etc.

# DEPARTMENT OF QUERIES AND ANSWERS.

(This Department is conducted by J. C. Gregg, Superintendent of the Brazil Schools.

Direct matter for this department to him.)

#### QUERIES.

- 225. What circumstance led to the writing of "The Old Oaken Bucket"? W. I. Spencer.
- 226. A horse is tied by a rope 50 ft. long to the outside of a picket fence surrounding a circular lot 100 ft. in diameter; upon how large an area can he graze?

  D. A. ROTHROCK.
- 227. A circular vessel 9 inches in diameter at the top and 4½ at the bottom and 10 inches deep is ½ full of water; how large a ball can be placed in the vessel so as to be just covered with water?

J. L. WHITE.

228. Who is known in history as the "Wise Fool"?

HENRY PRINCE.

- 229. Give correct pronunciation of "Miserables"—the name of Victor Hugo's great work.
- 230. Name the auditor, the comptroller, the treasurer, and the register of the U. S. Treasury Department.

  H. STUHRMAN:
  - 231. He is a friend of Antonio's. Is this sentence correct?

    Parse Antonio's.

    HARRY ARNOLD.

#### ANSWERS.

202. The average monthly wages in Nevada is: for male teachers, \$101.59; for female teachers, \$79.93.

H. C. BEESLEY.

203. At the battle of Gettysburg.

W. I. SPENCER.

211. Midnight, December 31, 1900.

W. E. McCullough.

212. In the left side of the heart.

JOHN L. TEGARDEN.

213. Edmund Spencer, from 1591 to 1599.

John Key. (Chambers' Encyclopedia.) E. J. FERMIER. John Skelton, afterwards Henry VIII. H. F. DILGER.

John Skelton, afterwards Henry VIII. H. F. DILGER. 214. For every \$5 A receives, B gets \$4, and C \$11/4. Dividing \$1860 in the ratio of 5, 4, and 11/3, and

A's share will be \$900; B's " 720; C's " 240.

HARVEY LANTZ.

215. Let X = side of desired square; then  $X^2 - 44 = \text{the men he had, and}$   $(X + 1)^2 = X^2 + 49$ 

 $(X + 1)^2 = X^2 + 49$ ... X = 24

 $X^2 = 576$  $X^2 - 44 = 532$ , the men he had.

C.

216. No answer received.

#### CREDITS.

W. E. McCullough, 211-14; Lizzie Johantgen, 203-12-14; Sadie Overman, 212-14; J. B. Adams, 214; E. E. Carter, 213-14; Harvey Lantz, 214; D. A. Rothrock, 202-12-14; Nannie Smiley, 212; Calvin Asbury, 202-3-11-12-14; E. J. Fermier, 211-13-14; G. N. Logan, 214; Claud B. Rayner, 214; Jos. C. Bolott, 212-14; F. Taylor, 211-12; Fred. James, 207; Chas. E. Cooper, 210-12; John L. Tegarden, 212; H. F. Dilger, 213; J. H. Tomlin, 211-12-13; H. C. Beesley, 202; W. I. Spencer, 203; J. L. White, 211-12-14.

## MISCELLANY.

THE WAYNE CITIZEN, published at Cambridge City, sustains a good educational column.

D. H. KNOWLTON & Co., of Farmington, Me., publish some excellent supplementary reading for little people. THE INDIANAPOLIS BUSINESS UNIVERSITY, located in the When Block, is prospering in a marked degree. The increased patronage is because of its merit.

BROWN Co. has the first prize in sight. Already one hundred percent of the teachers have subscribed for the Journal, and Supt. C. W. Snyder says the library must be secured.

EARLHAM COLLEGE is prosperous and has the usual increase in attendance over that of past years. Within the last year the college has received donations to the amount of \$35,000.

THE executive committee of the Indiana College Association is arranging an attractive program for the coming meeting, which will be ready for publication in the December Journal.

"HINTS for Teachers who Teach English Classics," is a suggestive article by W. J. Rolfe, which is printed with some advertisements of kindred matter sent out by Harper & Bros. of Chicago.

Samoa.—Send to Van Antwerp, Bragg & Co., Cincinnati, O., for *Notes on Samoa*, with Map, the best description and finest map yet published of that country. They will send it for the asking.

THE WAYNE CO. MANUAL contains ——— well, I am not able to think of anything that ought to be there that isn't. It is certainly very complete. B. F. Wissler is the man at the helm of the machine.

ROCHESTER's new school building is one of the most complete in the state. J. F. Scull is still superintendent. It employs ten teachers. The annual report makes a good showing. It gives the name, class, standing, and days present of each pupil.

UNION CHRISTIAN COLLEGE, at Merom, is prospering beyond its expectations. Its attendance this year exceeds any former attendance for many years. L. J. Aldrich is making an excellent president and the faculty is composed of capable and earnest workers.

GOSHEN.—The schools are doing well under the superintendence of W. H. Sims, who is now serving his sixth year in this capacity. Goshen has four school buildings and employs twenty-six teachers. The enrollment this year is over eleven hundred pupils.

DE KALB Co.—This county has just planned to hold a county association, and a good program for the first meeting is provided. De Kalb is a little late in falling into line, but the teachers of this county, with Supt. Merica at the head, will have no trouble in keeping up with the procession.

STARK COUNTY.—Supt. Sinclair sent in one hundred percent of his teachers as subscribers to the Journal, and says they will all be paid before January 1, '90, and they are expecting the \$40.00 teachers'

dibrary. He adds: "We expect to put all (including the agent's premium) into our library which we are starting."

PERU.—A report for the first month of this school year shows an enrollment of 1113, the largest in the history of the schools. The average belonging and the daily attendance are both good, and the whole number of teachers is 73. G. G. Manning is one of the oldest and one of the best superintendents in the state.

THE MANUAL of the Carroll county schools, issued by Supt. W. A. Barnes, contains an outline of the Indiana School System, a table showing when school officers must perform certain duties, a synopsis of the school law, course of study outlined, a list of books for district dibraries and how to get them, and many other important matters.

MUNCIE is at work on a new school building to be completed by the Holidays. It is a model for convenience. The rapidly increasing population will make still another new building necessary before the close of the year. The enrollment in school for the first month was 224 more than for the same time last year. Supt. W. R. Snyder has matters well in hand.

Kokomo.—The schools, under the supervision of Sheridan Cox, are running smoothly, with a large increase, due largely to the "natural gas boom. The new building in the western part of the city is one of the finest of its size in the state. Colored glass in the arches of the windows adds much to the general appearance both inside and out. H. G. Woody is at the head of one of the model high-schools of the state.

THE eleventh semi-annual meeting of city school superintendents of Western Ohio and Eastern Indiana, held at Richmond, Ind. October 24, 25, 26, was largely attended, there being present about twenty of the Ohio brethren. The discussions were animated and the meeting was pronounced one of the best, for which result due credit was given to the chairman of the executive committee, J. N. Study, Supt. of the Richmond schools.

AURORA.—The following is taken from a letter written by Supt. F. D. Churchill: "Yesterday was a 'gala' day for the Aurora school children. A penny collection was taken in the various rooms for the purpose of buying a flag for each of our school buildings. Result—enough money to buy two flags 15 x 8 feet. The flags were raised yesterday with appropriate ceremonies, and now the Stars and Stripes float over us while school is in session. The interest among the children was great."

EDINBURG.—On October 2d the Edinburg schools were dismissed for the remainder of the week, and the corps of teachers, under the leadership of Supt. W. B. Owen, spent Thursday, Friday, and Satur-

day in visiting and exploring the famous and wonderful Wyandotte Cave. All were much impressed by what they saw and learned of nature. This shows enterprise and liberality, both on the part of the teachers and trustees.

By the way, Edinburg sustains a kindergarten.

DE PAUW UNIVERSITY.—The work in De Pauw University moves on smoothly and earnestly. The conditions all favor a year of pleasant and successful labor. The increase of students is larger than was expected—100 more than for the corresponding date of last year. The enrollment will easily reach over 1000 for the year. The Freshman class promises to reach 150 before the close of the year. At no time has the future of the University looked so bright. It is already realizing great benefit from the donations of its chief benefactor, W. C. De Pauw; and will soon gradually come into possession of his princely endowment, amounting to about \$2,000,000. Surely it should be a power in the land.

HIGH SCHOOL SECTION.—The High School Section of the State Association will hold meetings on Thursday and Friday afternoons, December 26 and 27. The following are the exercises planned:

1. The Nature and Purpose of High School Discipline: P. A. Allen, Bluffton. 2. Should Grammar be Taught in the High School? Miss Martha J. Ridpath, Greencastle. 3. Is it the Duty of the High School to prepare for College? J. P. Funk, New Albany. 4. Symposium—(five minute reports on experiments and observations.) How can High School Pupils be Trained to Study Intelligently? Geo. L. Roberts, Greensburg; Miss Emily W. Peakes, Terre Haute; R. M. King, Brookville; Kittie E. Palmer, Franklin; W. M. Wheeler, Evansville. 5. United States History in the High School: J. W. Carr, Muncie. 6. Mathematics in the High School: J. C. Trent, Noblesville.

R. A. Ogg, Chairman Ex. Com.

# PERSONAL.

- O. P. Paxon is the man in charge at Lynn.
- W. O. Warrick is again installed as superintendent of the Worthington schools.
- A. C. Fleshman, who has been at Valley City, is this year principal at Crothersville.
- W. H. Hoffman still holds the reins at Washington. His schools are fuller than ever before.

Harry W. Dryden, of Martinsville, has secured a position as teacher in the schools of Honolulu, Sandhich Islands, at a salary of \$900 per annum. He sails from San Francisco November 16th.

- G. A. Hawkins, Supt. at Lowell, reports his schools as progressing nicely, with large attendance.
- D. P. McLoed. graduate of De Pauw University Normal School, is principal of the Annapolis school.
- W. E. Henry, after spending his summer in Europe, is back at his post—principal of the Peru high-school.
- John W. Cravens, Supt of Monroe county, has put some good suggestions in his special circular No. 15.

Miss Alice Knause, a student in De Pauw Normal School, is the new teacher of Pedagogy in Ft. Wayne College.

Miss Emma R. Chandler is still principal of the Goshen high-school. She has held this position for many, many years.

- W. H. Foreman is the new principal of the Greentown school. He graduated from De Pauw Normal School last year.
- A. M. Huyck, for several years past principal of the high-school at Wabash, is now in charge of the Orland schools and likes his new position.
- S. E. Harwood stays at Attica where he is doing acceptable work. He has recently moved into a new house of his own. This indicates enterprise.
- J. G. Scott, for several years at New Providence, and for the last two years at Cloverport, Kentucky, is now in charge of the schools at Charlestown.
- W. T. Harris has returned from Europe, and assumed his duties as Commissioner of Education. He takes this place with the good wishes and hearty support of the entire teaching fraternity.
- Mrs. Carrie A. Ray and Miss Margaret C. Beer, of the Valparaiso schools, gave on Friday P. M., October 2. "An Autumn Exercise" by first year pupils. The editor regrets his inability to accept the kind invitation extended him to be present.
- Prof. E. E. Stevenson, after spending the summer in Europe, has returned to Rising Sun to take charge of the schools of that town. Schools opened with a larger attendance than ever before, and the prospects for a good year's work are flattering.
- W. H. Hershman is making a good start at Delphi. The local press commends very highly both his discipline and instruction. He was one of the best county superintendents in the state and will make an equally good city superintendent if given half a chance.
- Prof. J. S. Black, of Indianapolis, one of the oldest and one of the best voice trainers in the country, gave his 36th annual concert, the music being furnished principally by his own pupils. The audience was large and appreciative. The feature of the evening was the sing-

ing of Charles H. Black, son of the Professor, who has just returned from a four years drill in Paris.

W. E. Lugenbeel, principal of Borden Institute, situated at New Providence, spent his last summer vacation in making a European tour. He traveled extensively and came home in time for work, full of valuable information and with renewed enthusiasm. The facilities of the Institute are being increased year by year, and this fact is appreciated, as evidenced by the increased attendance of this year.

### BOOK TABLE.

THE KINDERGARTEN is an illustrated monthly magazine for mothers, primary teachers, and kindergartners—published in Chicago. It is an excellent paper.

THE TEXAS SCHOOL JOURNAL, published at Galveston, Texas, is a two-column magazine, printed in good style, in attractive form, and edited with ability. It deserves liberal patronage.

THE TEACHER is the name of a paper published in New York City devoted to educational matters in general and manual training in particular. It is made up in 16 large double column pages, is monthly, and costs \$1 per year.

OUR LITTLE ONES AND NURSERY, published by The Russell Publishing Co., of Boston, Mass. (price \$1.50), still comes to our table, and is still the best edited, most beautifully illustrated, and all in all the most attractive magazine for "our little ones" printed in this country.

THE FARM AND FIRESIDE, published at Philadelphia, Penn., and Springfield, Ohio, is a four-column 16 page bi-monthly paper, devoted to the farm and home, as its name indicates. The price is only 50 cts. a year, but is worth four times that amount to any farmer who will take it and read it.

THE PUBLIC SCHOOL, edited by W. H. Caulkins, Supt. of Tippecanoe county, is the only county educational paper left in the state out of the large number that have been started at different times. This has just entered on its eighth year, and is certainly a valuable local paper and serves its purpose well.

THE NEW ENGLAND MAGAZINE is published in Boston, and edited by Edward Everett Hale and Edwin D. Mead. It is well illustrated, and while not neglecting other literary departments, makes a specialty of history. The October issue was largely devoted to education, and the November issue gives special attention to the old New England town and New England country life. THE October number [No. 43] of the Riverside Literature Series, 15 cents a number, by Houghton, Mifflin & Co., Boston, contains the Story of Ulysses among the Phæacians, from William Cullen Bryant's Translation of Homer's Odyssey. This number of the Riverside Literature Series will be found of especial value for use in schools.

PATRIOTIC READER; OR HUMAN LIBERTY DEVELOPED: By Henry B. Carrington. Philadelphia: J. B. Lippincott & Co.

General Carrington has filled nearly 600 pages with selections in verse and prose, from various ages, lands, and races, to which he has added historical notes—all calculated to inspire and cultivate the spirit of patriotism. It would be a good thing for the country if this volume could find a place in every household in the land.

THE ACADEMIC ALGEBRA: By Wm. F. Bradbury and G. C. Emery.
Boston: Thompson, Brown & Co.

This book belongs to the popular Eaton & Bradbury Mathematical Series. It is designed to meet the demand for a fuller treatment of factoring, for more numerous examples for practice, and for more advanced work now required in many high-schools and academies. The book most thoroughly carries out the purpose of its authors. The mechanical part of the book is excellent.

European Schools; or What I Saw in the Schools of Germany, France, Austria, and Switzerland. By L. R. Klemm. New York: D. Appleton & Co. C. E. Lane, Chicago, Western Agent.

This is the *twelfth* volume of the International Series edited by W. T. Harris, Commissioner of Education. The book is what the heading indicates. The observations recorded are such as will be suggestive and helpful. That Dr. Harris has admitted the book to this series is of itself a high commendation of its real worth.

Plane and Spherical Trigonometry: By G. A. Wentworth, A. M. Boston: Ginn & Co.

This book is intended for colleges and higher grade schools, and only so much of Trigonometry is incorporated as is usually taught in these schools. The demonstrations of principles are simple and put in as few words as may be consistent with clearness. A prominent feature of the work is the very large number of problems given. Five place Trigonometric tables are given and their meaning and use fully illustrated. Throughout the work it has been the study of the author to introduce matter in as compact a form as possible.

ALGEBRAIC ANALYSIS: By G. A. Wentworth, J. A. McClellan, and J. C. Glashan. Boston and Chicago: Ginn & Co.

The work of which this volume forms the first part, is intended to supply students of mathematics with a well filled storehouse of solved examples and unsolved exercises in the application of the fundamental theorems and processes of pure algebra, and to exhibit to them the highest and most important results of modern algebraic analysis. It may be used to supplement ordinary text-books, or as a work of reference. It is by no means a *primary* work but is a valuable book of its grade.

THE GREAT ENGLISH WRITERS FROM CHAUCER TO GEO. ELIOT: By Truman J. Backus and Helen Dawes Brown. New York and Chicago: Sheldon & Co.

The importance of the study of English literature can not be easily over estimated. Familiarity with the great writers of the past marks the cultured scholar more than any other branch of learning.

The authors are certainly right in taking the ground that a thorough study and discussion of a few great authors is better than a *smattering* of the sreat number of writers usually treated. This book of over 400 pages treats of only about twenty-five authors. The book will certainly commend itself to teachers of English literature.

THE FIRST THREE YEARS OF CHILDHOOD: By Bernard Perez. Edited and Translated by Alice M. Christie, with an Introduction by James Sully. New York and Chicago: E. L. Kelligg & Co.

This is one of the most interesting educational books that has appeared in recent years, to the student of psychology. The beginning of all things are interesting, and there is no field of investigation more inviting to the student of child-nature than that of infant psychology. Whether conscience is an innate faculty, or is a mere outgrowth of training, and similar questions, can only be determined by the careful scientific study and observation of the development of the babe into rational existence.

D. C. HEATH & Co. have recently issued two books to help teachers in the teaching of geography. One is The Teacher's Manual of Geography, by J. W. Redway. Its "Hints to Teachers" on the various phases of the work will certainly be helpful. Its many geographic and historic facts also add to its value.

The other book is Topics in Geography, by W. F. Nichols. It makes a topical outline of geography for the different school grades. This systematizes the subject and indicates a regular form of procedure, and makes prominent the more important parts and leaves in the background the less important parts. Both the above books will certainly be helpful to teachers.

HOLBROOK'S NEW ENGLISH GRAMMAR has just been issued by Van Antwerp, Bragg & Co., of Cincinnati, O. The author, Alfred Holbrook, is the well known president of the Normal School at Lebanon, Ohio. His old book has been in use for many years. The two books

of the old series have been combined into one, and some points have been modified so as to conform to modern usage.

The author does not define grammar, but holds to the old idea that it includes orthogy, orthography, etymology, and prosody, and he also holds to the treatment of the subject from the formal side; i. e., questions are decided by rule and authority rather than by the analysis of thought, which is the groundwork of all language. The book is an excellent one of its class.

THE NATIONAL MAGAZINE for November will contain among other articles "Comparative Philology," by Prof. Schele de Vere, Ph. D., J. U. D. of the University of Virginia; "Political Science," by Prof. Raymond Mayo Smith, A. M., of Columbia College; and "Shakespeare," by F. W. Harkins, Ph. D., Chancellor of the new National University of Chicago, whose instruction by mail and University Extension System for non-residents, now meeting with such favor, will also be explained in this number.

In future numbers will appear a Symposium comprising articles by prominent scholars and statesmen giving their opinions on leading questions, such as "Darwin's Theory," "The Chinese Question," "Socialism," and "Should Immigration be Restricted?" Published the first of each month, at 147 Throop Street, Chicago. Subscription price, \$1.00 a year. Sample copy 10 cents.

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The extensive notes which are placed at the close of the book are valuable to both teacher and student and will be highly appreciated.

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### BUSINESS NOTICES.

SCHOOL BOARDS contemplating changes can learn the addresses of the best Western and Eastern teachers, willing to change places, by addressing Orville Brewer, manager of the Teachers' Co-operative Association, 170 State street, Chicago. We can assure all who write of confidential and honorable treatment.

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CATARRH CURED.—A clergyman, after years of suffering from that loathsome disease Catarrh, and vainly trying every known remedy, at last found a prescription which c impletely cured and saved him from death. Any sufferer from this dreadful disease sending a self-addressed stamped envelope to Prof. J. A. Lawrence, 88 Warren Street, New York, will receive the recipe free of charge.

DINING CARS ON TRAINS NOS. 20 AND 1.—Beginning with Wednesday, October 16, the Pennsylvania Special, train No. 20, leaving St. Louis at 8:10 A. M., will carry a Pullman Dining Car from St. Louis to Columbus Breakfast will be ready at 7:30 A. M. and be served until 9:00 o'clock. Dinner will be served between 12:30 P. M. and 2:30 P. M. Supper between 6 P. M. and 8 P. M.

Beginning with Thursday, October 17th, the Fast Line train No. 1, leaving Columbus at 5:40 A. M., will carry a Pullman Dining Car from Columbus to St. Louis. Breakfast will be served from 7 A. M. to 9 A. M. Dinner will be served between 12:30 P. M., and Supper at 6 o'clock. The uniform price for these meals will be seventy-five cents each.

SOMETHING NEW, Despite the old adage "There is Nothing New under the Sun."—This "something new" will be called the "South-Western Limited," and is to be inaugurated by the Cleveland, Cincinnati, Chicago & St. Louis Railway, popularly and universally known as the Big Four Route, Sunday, October 6, 1889.

It will comprise a through vestibuled train, running directly from St. Louis, Indianapolis, and Cincinnati to New York City via the Great four-track New

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ALL LADIES ARE INTERESTEDI - The following letter shows very clearly how well satisfied those are who buy their silk dresses of O. S. Chaffee & Son, Mansfield Centre, Conn. Our readers will remember this firm manufacture silk and satin goods and sell direct from their great factory to buyers, saving all intermediate expenses:

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ARNOLD TOMPKINS, Greencastle, Ind.

THE TEACHERS' CO-OPERATIVE ASSOCIATION of Chicago has recently sent out 10,000 letters to school boards to learn of all sudden vacancies. In some places they find a "fool core" of teachers and a "fool board." But to show that even at this late date they are doing business at "the old stand," they give below a list of positions they filled is one day,—October 2d.

Jeog o		From.	Portland, Indiana, Springboro, Penn. La Porte, Indiana, olish.) Groton, Dakota. Jacksonville, Illinois. Hornellsville, N. Y. Springfield, Missouri. Marinette, Wisconsin.
he how hie	1 Ch	Teacher Placed.	S. A. Harker. S. A. Tubbs. V. Alexander. (Requested not to publish.) E. M. Eley. Gr. A. L. Powell. Ada Rockwell. Anna F. Grigge. Anna F. Grigge. R. S. Smith.
1 3 2 12	of .	Position.	Principalship. Music Director. High-School Asst. Superintendency. Latin Prof. (\$1000.) Elocution. Primary. Primary. Latin and Greek.
Jahrer Garl		Town.	N. Washington, Indiana. Bloomfield, Iowa. Mapleton, Iowa. Illinois. Marshall, Texas. Louisville, Kentucky. Canon City, Colorado. Longview, Texas. Hyde Park, Illinois.

Many vacancies are now coming in for the term beginning January 1st. It costs you nothing for our circulars and to learn what our work really is. You will find among the names of teachers we have placed many of your fellow-teachers and teachers of your personal acquaintance. Send for these private lists and post yourself on the work we are doing. If you are a successful teacher, and can show this, we can certainly help you.

Address, Teachers' Co-Operative Association, Orville Brewer, Marager. [11-1t] 70-72 Dearborn St., Chicago.

From N. Y. School Journal.

### OUR TEXT-BOOKS.

In no country are school text-books so good as in the United States. It isnot worth our while to discuss what forces have made them excellent, it isenough to know that they are excellent, and that the demand for them hasbeen great. On account of this demand, certain politicians, having an eye to personal profit, have advocated that the various states should go into the work of text-book publishing, ostensibly for the purpose of economy, but in reality in the interests of their own pockets. In the states that have undertaken this work, as Californis, Minnesota, and Indiana, almost the sole argument used is cheapness. Now there is no doubt that our text-books could be very muchcheaper. Hundreds of salable things could be reduced in price, and the dealers in them realize greater profits than they now do. Make flour half clay, mix corn meal with half its bulk of finely-powdered wood dust, and the people would pay much less for these articles than they now do. But would this cheapening process be economy? Such a diet would seriously affect the health of the people, cause an enormous waste of strength, loss of time, and increase of doctors' bills. Would such adulterations be economy? Evidently they would be most wasteful as well as most criminal. Let us apply this cheapening process to other literary productions; the Century, for example. Suppose a California politician should say, "A large number of the Century magazine is taken in this state, and I am convinced that we are paying too much for it." He makes an estimate of the numbers sold, and shows that a dollar saved on each number would keep within the state many thousands of dollars during a year. He succeeds in getting the state to prohibit the sale of the New York Century and publishes a Pacific Century of its own, for a much less sum than its Eastern rival could be bought for. Now what would be the result? Cheapness, but inferiority; a lowering of the public taste, a distaste for the highest style of art, and a general deterioration of the æsthetic and literary character of the people. California would suffer immensely. She couldn't afford to try the experiment Some years ago she offered a golden bait to Starr King; why didn't she save her money and get a cheaper man? Now this argument applies to text-books. It is possible to make state text-books much cheaper than the publishers have been able to sell them for, but in cheapening them they are ruined. Text-book writing is an art, and artists are not picked up in every town. There are not five men in this world who have the geographical instinct to make an acceptable geography. There are a hundred thousand who can tell how it ought to be done, but not five persons who can do the work inan acceptable manner. Theoretical books are numerous, practical, paying ones, few. The competition between school book publishers insures excel. lence. To day a certain state is forcing by law its children to use a text-book that will not sell anywhere else. A large school-book publishing firm spent forty thousand dollars in trying to make a certain series of books go, and they wouldn't go; they couldn't be made to go, and the firm lost its money. They are now for sale to some state that wants to go into the publishing business Backed by state authority they can be made to sell, but at what a cost! Thereare no men of capacity to be found in any state, who can make a grammar to order. That is not the way grammars are made. Talent for eloquence, poetry, and text-book making is born, not called up by the politician's magic wand, Money will buy many things, but never capacity, and if any work demands capacity, it is writing text-books. State legislators should let the business of publishing text books alone. Our school-book publishing firms have done much for our schools, in the past, and they will do much more in the future. Their superb histories, matchless geographies, magnificent readers, and unexcelled arithmetics are marvels of educational talent and the printer's art. Our country is justly proud of these books. The fittest of them will survive. Text book publishers know this, and they think twice before they put their money into new enterprises. So should a state.

A BEAUTIFUL KEEP-SAKE FOR TRACHER, PUPIL, OR PARENT. — The Teacher's Dream and other Songs of School Days, a gift book of 30 pages, square 12mo, containing five poems with fourteen elegant illustrations, will be sent to any address on the receipt of fifty cents. By the dozen, \$3.50. Write to MAYO VENABLE, Station C, Cincinnati, Ohio.

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# INDIANA SCHOOL JOURNAL.

Vol. XXXIV.

DECEMBER, 1889.

No. 12.

### WRITTEN EXAMINATIONS.

WM. A. MILLIS.

HE purpose of Instruction is to create Individuality, Capacity, Accuracy, and Rapidity of Thought. The self contained man must think for himself, think broadly, think exactly and rapidly. Without doubt the most serious mistake of education to day is the lack of exactness. The seriousness of this fact needs emphasis among the teachers of Indiana. It is one thing to teach a great many facts and quite another to teach them exactly. But the fact must be accurately learned before it is of any service to the teacher.

This means that whatever is taught shall be taught for exactly what it is worth. It means that instruction must be clear and precise; that learning shall be systematic. The school of this decade is marked by the note-book. Too much is dictated and not enough taught. It is a mistake to think that a man is educated when he has learned the first and fundamental principles of various channels of knowledge, coupled with the ability to find out more of these subjects. Certainly he is the better man who knows the facts of history than he who possesses merely the power of finding those facts in some text. The mind can not be over-ladened except with inaccurate learning. Theoretical knowledge of percentage is not enough; without the ability to solve every problem in any way pertaining to, or involving percentage, the boy's acquisition is insignificant. It is Art and

not Science that is the end:—skill and not knowledge. Active success demands that the man shall be the library—and not merely an index to the library. The individual wants scholarship and not the key to scholarship. Accurate scholarship is the goal: and such accuracy involves breadth, exactness, and system,—and of the three exactness falls most especially to the school.

The function of the teacher, it has been said, is to give direction to the pupil. This consists chiefly in giving habits of order and precision. A characteristic of this nation is its laissex-faire disposition—its satisfaction with "a lick and a promise." Our education no doubt, gives this disposition its greatest reinforcement. That this condition of affairs involves an immense loss of time and energy and result no one will doubt. Mere observation will show that the one great defect of our total life is its inexactness—its lack of precision. So then the school can have no more useful, more praise-worthy end than the creation and enforcement of absolute accuracy in every detail of its work. And pre-eminently shall this be demanded and enforced in the processes of detail learning.

Now the most important means toward this end is the written examination. Moreover it is the element of teaching which has been most neglected by some and most abused by the rest. The last year has settled some phases of it. That it should not be made the sole basis of promotion all concede. That it is a reliable test of knowledge the average teacher is this year debating. But in this debate the written examination will be victorious. The printed page is a perfect photograph of the author's mind. A written statement is a perfect mirror of the writer's knowledge of the fact about which he writes. So the written examination is the only perfect test of the pupil's acquisition. Moreover it thus affords the teacher an exact balancing of his instruction. It is an index both to the pupil's acquisition and to the teacher's success in instruction. Viewed in terms of school phraseology, the examination is a recitation, and regarded in this light its superiority is at once evident. To make a written statement brings forth the greatest possible exercise of individual independence.

It is needless to make any comparison between written and oral examinations in this respect. Moreover, it brings forth such individual activity and self-reliance as the grown man must have in every-day life.

Again, greater accuracy is demanded and practically obtained in the written statement than can be had in the oral speech. Besides greater breadth of thought will be elicited by a logical and systematic set of questions requiring carefully stated answers. In all respects the written examination is that phase of school work which throws the individual most upon his own resources, which necessitates greatest accuracy of statement and exactness of thought, and which leads most to comprehensive thought. But these things are the most important objects of the daily work of the school—and a survey of resources reveals no other instrument which can even creditably supply its place. True, there are objectionable sides, but these readily vanish. In every statement of these objections that has been made, the case has been exaggerated. The first of these is that the periodic written examination breeds sordid motives of conduct in the pupil. The regard of the pupil for the examination depends in normal cases wholly upon the use the teacher makes of it. Again, the childmind is not able to select lofty philosophical motives of study, and it is as well for him to study for grades as to fasten his heart upon the rewards of honor, etc. Again, the depth of the child's study as influenced by the appeal of the examination, will be determined by the depth of the teacher's instruction and the questions which constitute the examination. Questions calling. for detached and superficial knowledge will naturally beget superficial study. Mere puzzle questions will of course lead the. pupil to prepare himself for puzzle questions. It is one thing to ask a pupil to define conjunctive adverbs and conjunctions and another and more fruitful thing to ask the difference between conjunctions and conjunctive adverbs. And again the purpose is lost sight of if the matter is dropped with the report of the examination. The real end is to supply the pupil with what he lacks. All is lost if the teacher fails to seize the opportunity which the exmianation alone best presents.

Another objection is that it consumes too much of the labor and time of the teacher. But if the written exercise is a part of the school work, let a definite provision be made in the program of the week, rather than in any way sacrifice the examination. The mistake is too often made of thinking the examination as outside the regular work of the school. And probably a great part of the trouble lies here.

The common schools of Indiana are suffering more from the lack of accuracy and order than from shortness of terms and narrow scholarship of teachers. That the knowledge of the average country boy is vague and uncertain is by no means surprising when we reflect that the boy has never been asked to make a written statement more than once or twice in his life. One examination per month in each subject of study is not enough. But the average country school has but one during the whole year, and with that confined to the fourth and fifth grades. The writer firmly believes that nothing will be productive of more immediate improvement in our district schools than a rigid system of written examinations. And he is quite confident from considerable experience and careful observation that no instrument of the school, primary, secondary, college or university, is more productive of accuracy of information, breadth and indiv iduality of thought, rapidity of thought, and precision in study and conduct than the Written Review.

PAOLI, IND., 1889.

### THE PRACTICAL IN EDUCATION.

### W. E. CLAPHAM.

The American people are preëminently an industrial nation. The vast extent of territory, rich in resources, added to the excellent facilities for intercourse, furnish incentives that are urging the industrial energy into an almost feverish activity. This constant struggle for mastery over the material forces of nature absorbs the time and energy of nearly the whole American community. Wealth has almost become necessary to comfort, and money-making is the chief end of life. Success in life is meas-

ured by dolairs and our normal type of character is the keen, cunning business man.

Nowhere is this utilitarian spirit more apparent than in the educational tendencies of the times. In consequence of undue haste to enter into the activities of life and to treasure up its rewards, there is a growing demand for "practical education, i. e., an education that will enable one to get money and to get it quickly. As a result of this demand, our educational systems, which contain many most excellent features, are becoming so modified, that preparation for life's work is coming to mean preparation for money-making; and a system of instruction is growing up which has for its end the preparation of the child for the activities of an industrial career.

That this is the popular view of education, is evident from the following facts: First, ten papers on "What shall the School Teach?" from the pens of some of the foremost men of the times, recently appeared in the Forum. Nine of the writers held that the purpose of the school is realized in the activities of an industrial career, and only one made the end of school training the development of the possibilities of the individual. Second, all the school systems which have grown up in the United States make preparation for citizenship the end of school training. Third, by far the greater percent of text books written and published for use in the common schools, are especially adapted to the acquisition of facts. Fourth, in response to popular demand, schools are springing up all over the land ready to furnish a practical education in the form of a business course in twelve weeks, a preparation for teaching in twenty-four, and a scientific or classical education in thirty six.

The means to be employed in the educating process seem to be determined rather by the limitations of time and money than by the nature of mind. It is held that, since the purpose of education is preparation for money-making, and since life is so short, no time should be wasted on the so called theoretical part of the curriculum, but that the student should study only facts and laws of society which will make possible the production and distribution of commodities. This results in a tendency to acquire the

data of a subject rather than to develop power by which these data may be obtained as needed. Mathematics is studied, not as a means of discipline, but that business may be conducted with rapidity. Geography is in the curriculum, not that the pupil may be led to see design in nature, but that the production and exchange of staples may be facilitated. History is taught, not to discover the development of spirit as manifested by outward events, but that the present age may profit by the experiences of the past. The mind seems to be regarded rather as a capacity to be filled than as an activity to be developed; and, instead of gradually unfolding its powers by supplying the proper conditions, the tendency is to put knowledge into the mind as one pumps water into a vessel or shovels wheat into a bin.

This process of instruction may appear to enable the student to enter early upon life's work, but does it best equip him for that work and to make the world better for his having lived in it? To answer this question intelligently one must consider the logical results of this plan.

In the first place, instead of stimulating mind to activity, this phase of education tends to mental reaction and to a distaste for school work.

One of the first prerequisites to practical results in school training, is to get and keep the maximum number of children under the educating influence for such a time as will enable them to attain at least the rudiments of an education, In the light of the principles, that the mind delights to be taxed to its utmost and that overloading the mind tends to a disgust for all work, the facts, that about one-third of all the pupils in the common schools drop out before completing the intermediate grades, that threefourths of the remainder never finish the grammar grades, and that a very small percent ever complete the high school course, demonstrate that this plan of instruction is somewhere at variunce with the laws of mind activity. That this continual dropping out is chargeable in part to the parents, is fair to presume; but that the difficulty lies mainly in the schools themselves, is evident, when one considers that the tendency is to place a premium on automatic knowledge, that this too often results in overtaxing the memory at the expense of the other faculties, and that acquisition without rational insight is drudgery.

In the second place, instead of promoting vigor of mind, this plan tends to mental weakness.

The spirit which makes the public schools a mere exercise-ground on which to prepare the youth to earn a living, excludes discipline and results in memory cramming and undue attention to mere forms of expression. The attempt to load the memory with matter that the understanding has not mastered, not only tends to a confusion of knowledge, but destroys to a degree the efficiency of mind itself; for just as over-taxing the muscles impairs the physical strength, so over-loading the mind weakens the mental power.

Again, instead of training the mind in the harmony of its powers, preparation for business, as popularly viewed, tends to abnormal intellectualism and a dwarfed ethical nature.

Since this theory recognizes intellectual acquisitions as the main elements of success, the tendency is to produce scholarship at the expense of manhood; and since an inactive faculty, like an unused muscle, loses strength and vigor, such a course of training crushes out the higher nature of mind—character power. These results are too evident in the world of affairs. Here the tendency is to do right, not because it is right, but because it is policy. Deception and fraud flourish on all sides, business is saturated with lying and cheating, and our body-politic is teeming with tricksters and corruptionists.

In a word, then, popular education sacrifices discipline to time, growth to facts, soul culture to intellectual culture; it produces poor moral results, fosters mental weakness, and tends to a disgust for intellectual pursuits. A scheme of education that embodies such features can not produce the best practical results, for practicality demands that the maximum number of persons "be not slaves to other men's thoughts and words, but that they themselves be thinkers of thoughts and wielders of words."

Granting that the argument thus far deduced is valid, there is but one conclusion for the true teacher to draw; viz., this plan of education ought to be revised and *improved*. But how can this

be accomplished? Is it possible to formulate a course of study that will give better results than the ones we now have?

The answer to these inquiries is found in the so-called theoretical phase of education. This plan recognizes that life is merely a preparation for an eternal existence, and that he who is best prepared for eternity is best prepared for the actualities of a business career. The advocates of this view hold that the state, business society, the social organization, and the church, as well as the family and the school, are means for preparing the individual for a higher existence. They base their conclusion, not on the necessities of the physical being, but on the nature of mir d itself. Mind is viewed as a self-determined, self active organism, endowed with infinite possibilities, the essential principle of the development of which is growth. The school is viewed as a means to aid each person to attain, in so far as is possible, the purpose of his existence—to harmonize the objective and subjective self.

The purpose, then, of education, according to this view, is so to train the whole nature,—spiritual and physical—that each person will be able, within the limits of the capacity which God has given him, to realize the possibilities of his being. To accomplish this, the advocates of this plan would train the body that it may become the ready servant of the will; they would discipline the will that the individual may have the power to lay aside his prejudices and choose to act in accordance with the dictates of reason; they would develop the intellect that it may become a sure and logical guide to the sensibilities; and they would cultivate the feelings that the individual may love the beautiful, the good, the true, that he may hate all evil, esteem others as himself, and recognize in Christ the perfection of all that is excellent in character.

Subjects are studied, not so much for the sake of the knowledge, as to discipline the mind that it may have the power to acquire knowledge for itself. Recognizing that time is an essential element in growth, this view does not attempt to anticipate mind development by loading the memory with facts, but it aims rather to give only such exercise on the subject-matter as

will result in the highest possible intellectual and moral discipline that the subject is capable of giving. Thus, Mathematics is studied, not simply as a preparation for business, but mainly as a means of developing and training the reason; Geography is presented, not only to aid in the production and distribution of commodities, but primarily to awaken and furnish exercise for the mental faculties, and incidentally to give a knowledge of the earth as adapted to supplying the needs of man; History is taught, not merely as a guide to the present age, but to train the inference, imagination, and the moral faculties, and to give a knowledge of the unfolding of the spirit of the race.

This plan may not seem to produce such speedy effects as the so-called practical plan, but it will result in more and better knowledge; for discipline gives power, and, having power, one is able not only to acquire knowledge, but to use it as well. training not only produces greater intellectual activity, but it tends to make that activity a power for good; for, since the mind is trained in the harmony of its powers, the ethical nature will re-enforce the intellectual; it not only tends to hold the pupil throughout the course, but should he be compelled to drop out, it leaves him better prepared to cope with the world, for in so far as the training has gone it has been both thorough and harmonious; it tends to produce persons who have a true conception of the relation of man to man, who view money, not as an end for which to strive, but as a means of doing good, and who are able to reduce life to its ultimate principle—the relation of man to his God.

NEWPORT, IND.

### "HOW CAN I STOP WHISPERING!"

THE JOURNAL has not set up as a vendor of patent nostrums for the cure of all the diseases that the school is heir to. And yet it ought to have something helpful to say in reply to such questions as the above.

There is no quack nostrum method of stopping whispering that has any educational value in it, and our readers may rest in the assurance that no method will ever be suggested in *The* 

Journal that we do not believe has an educational value. It will continue to be a standing protest against reliance upon mere mechanical devices in educating children.

A method of stopping whispering that has an educational value in it must be founded upon certain well-grounded convictions in the mind of the teacher about whispering.

- I. Why is whispering an evil?
- (a) First, because it often consumes time that the pupil needs to employ to study. It is waste, therefore, in such cases.
- (b) Second, because the pupil is taking the time of another, which that other needs for his own work. It is taking what does not belong to him. And it is no sufficient excuse that the other is willing. If a person had a diamond of great value, but supposed it was only a piece of glass, his ignorance of its worth and willingness to give it away would be no sufficient ground for another to accept it without giving a just return. It would be injustice, and might be fraud.
- (c) Third, because it is an offense against general good order, which is necessary to the existence of the school. What one can do, all can do. If whispering is unrestrained the school is ruined.

Now there is no school,—except the lower primary grades, possibly—that can not appreciate all these reasons if the teacher presents them so as to command their attention. They appeal to the common sense of the children, and carry conviction along with them. Pupils forget them and lose their hold upon them very easily and very willingly, but when once fairly impressed they are readily brought to mind and serve as a basis for enforcing the rule of silence.

But before we speak of how this rule of silence should be enforced we will speak of another conviction that ought to be firmly . rooted in the mind of the teacher:

(d) He should see that this requirement of silence in the school-room affords the very best educational training that the school can supply. It educates the child in self-control, strengthening his will to resist his impulses to do what he ought not to do. It does more to bring the child into a mastery of his in-

is, therefore, a great aid to moral education. But this educational value comes when the child refrains from whispering in obedience to conviction rather than from fear of consequences. Anything pursued as a task has but very slight educational value, unless the design of the teacher is to create a dislike for the thing. It will succeed in doing that.

### HOW SHALL THE RULE OF SILENCE BE ENFORCED?

- 1. Be sure to have the conviction present in the minds of the children that it *ought* to be enforced and that they *ought* to 'be obedient to it. With many, and, in most schools, with a majority, this conviction will secure the end sought, unless too strong incentives to disobey, caused by the disobedience of others, are permitted by the teacher.
- 2. The trouble comes with those whose conviction is not strong enough to stimulate the Will to resist the impulse to whisper. This impulse is relatively stronger with some than with others. The Will must be reinforced in other ways.
- (a) First among these is persuasion. Regard and respect for the teacher personally is a strong incentive to many. Persuasion is an appeal to the feelings. And the first appeal should be made to the kindly or benevolent feelings.
- (b) Perhaps next in order of value and effectiveness would be the stimulus of some reward. When properly used, an extra half-holiday in the month to those whose conduct merits such a recognition, is legitimate and eminently proper. If this is not available, an earlier dismissal on Friday afternoon might work well. If not this, then some other privilege that would be an appropriate recognition of good conduct. But this needs to be handled with great skill. The public opinion of the school must approve the teacher's selection of pupils and rewards. The fact that those who are not rewarded feel chagrin is no valid objection to the method. They do not receive the reward because they have not earned it. That is enough to say, but in every other respect they should be treated as well as the others.
  - (c) Next comes restraints. These are spurs to drive pupils to

obey instead of lures to *lead* them. They are just as appropriate in school as the lures, and quite as often needed.

The milder restraints will generally serve the purpose of the teacher. One of the best is seating the child where opportunities to disobey will not be so frequent. "He is too weak to sit with his companions, and therefore he must sit alone until hegrows stronger."

Loss of other privileges that he would have, that are appropriate to the offense of whispering, might be used. For instance, if the teacher gives what are called "two-minute rests" during the session, in which pupils may whisper and have some other privileges, these privileges may be withheld from the child who whispers out of time, etc., etc.

The restraints and other forms of punishment may be increased as the need for them develops. But if the teacher is working with an intelligent conviction and a strong purpose to do the most possible for the education of the children, this conviction and purpose will so influence him and his pupils that all but the most depraved will be controlled by some such methods as we have suggested. But there is no educational reason why a child-should not sometimes be whipped for whispering. Sometimes a whipping is the kindest treatment a child can receive. But it is of little educational value unless administered deliberately and in a spirit of kindness.

The child is an imperfect being put into the hands of the teacher to be made less imperfect. The true teacher has no room in his feelings toward that child for anger and passionate and inconsiderate treatment. It is, generally, a confession of weakness when the teacher is compelled to secure obedience by whipping. But it is better than continued disobedience or expulsion from school.—The Public-School Journal.

Not out of any cloud or sky
Will thy good come to prayer or cry.
Let the great forces wise of old
Have their whole way with thee.

### KINDERGARTEN PRINCIPLES IN PRIMARY WORK.

[This is a new Department, and is edited by W. N. HAILMAN, Supt. of the La Perte Schools. He is also the author of several educational works.]

# THE PRINCIPLES APPLIED IN LESSONS ON NUMBER.

follows the order of the subject rather than the generic order of nature. It proceeds in its work on the theory,—

- 1. That numbers are based on unity;
- 2. That, consequently, the school should study them, from the simple to the complex, in the order of units (1, 2, 3, 4, 5, etc.);
- 3. That fractional parts are derived from integers, and that, consequently, the treatment of fractions must follow that of integers;
- 4. That numbers may be united or separated as terms and as factors, and that, consequently, it is needful to study the four operations in the familiar order (addition, subtraction, etc.);
- 5. That the theoretical knowledge of numbers may be applied to the practical purposes of life.

There can be no question that this is a thoroughly logical program with reference to the scientific character and order of the subject. Yet with reference to the order of nature in the development of the ideas involved, it does not in any particular or as a whole satisfy educational requirements.

In the first place while numbers are based on unity, they are in our minds derived from multiplicities. Without the varied and varying multiplicities among the things that impress our senses ideas of number could not be formed. It is variety and variability in number aggregates that awaken in the mind the idea of unit as a common measure, as a fixed standard which brings order and stability into a seeming chaos of unending change.

Indeed, even this inner demand for such a fixed standard is a long time forming. Before the usual period of school age and

frequently even during a portion of this period, the child receivesand holds each group of things as a whole, in which not only the things but also the number and the thing are inseparably grouped. For the little child the four fingers form a group of objects inseparably one. The stress of mind lies primarily on the fingers, and only secondarily on the subordinate number notion in the image of the four fingers. Only gradually new and varied experiences in which there come to the mind images of three fingers, two fingers, etc., or in which the four fingers are broken up intosmaller groups, is the child led to realize number equivalents, to see in the four fingers sub-groups of two fingers, three fingers, and lastly in all these groups the stubborn inseparable one finger.

It will be seen that even after having reached this and similar notions, the child has quite a distance to go in order to reach the abstract unit with which the traditional school usually begins.

It will be seen, too, that the rational school which in its work would follow the genetic order, must in nearly every point invert the mode of procedure sanctioned by long usage in the traditional school.

- 1. While, indeed, numbers are based on unity, the recognition of this fact can come to the child only through free and varied intercourse with multiplicity.
- 2. In proceeding "from the simple to the complex," we should start with that which is simple to the child. In our illustration the notions of four fingers, two fingers, and one finger are, at first, equally simple to the child. Only gradually the child can be led to see two fingers as a simple of a higher order in the four fingers, and one finger as a simple of still higher order in both the others. Subsequently the number notion should be freed of the object notion to which it is bound. Only when this shall have been accomplished, will an orderly synthetic arrangement of the numbers (1, 2, 3, 4, 5,) be intelligible to the child.
- 3. While, again, the rational school freely concedes that fractions are derived from integers, it can not postpone the consideration of fractions and fractional relations to a much later period. The two fingers appear so readily as one-half of four fingers, and she one finger is seen so readily as one-half of two or as one-fourth-

of four fingers, that the transition to the true fraction—the one strip or stick broken into halves or fourths—is easily made by the child.

- 4. Similarly, while the rational school grants the premise that numbers may be united and separated as terms and as factors, it insists on a different order of presentation of the four operations. In the first place, analysis must precede synthesis. Therefore, addition and multiplication, which are synthetic, should follow subtraction and division, which are analytic. Again, it will be found, that separation of given numbers into equal groups (division) is more enjoyable because more intelligible to the child, than separation into unequal groups. Children much prefer to arrange sets of four beads into groups of twos, for instance, to arranging them in groups of one and three. The natural order of operations in the study of each number, then, is division (separation into unequal groups), and addition.
- 5. Lastly, while there is no question that theoretical knowledge may be applied to the practical purposes of life, and while -furthermore-all gains in theoretical knowledge, as will be shown later on, should be so applied without delay: it is equally true (and in point of development this truth has precedence) that theoretical knowledge can be gained only on the ground of practical experience. The knowledge of numbers can be derived only from active intercourse with numbers of things. Therefore, the rational school does not begin with theory and go from this to practice; but it secures first of all clear, methodical experience,—derives from this successive approaches to theoretical knowledge, and immediately and continuously applies the gains of these approaches in more and more masterful practice. Only later on, on the basis of a comparatively high degree of masterful practice, can the learner gain help from the deeper principles of theory.

### SCHEDULE OF ARITHMETICAL OPERATIONS.

The following schedule of the study of eight beads illustrates more fully the bearing of No. 4 of the previous paragraphs:

In "Primary Analysis" the child arranges the 8 beads in two sets of 4 beads, and at once proceeds to recombine these in "Primary Synthesis," that the 2 (4) are 8. It will be noticed, as is indicated in the formulas enclosed in brackets, that the "Primary Analysis" yields a synthetic gain in the recognition of the fact that  $4=\frac{1}{2}$  (8), and that the "Primary Synthesis" yields an analytic gain in the recognition of the fact that  $\frac{1}{2}$  (8)=4. The remainder of the schedule will explain itself sufficiently.

WHAT THINGS TO SELECT FOR NUMBER LESSONS.

The object in the use of these things is to aid the child in getting notions of numbers in abstracting notions of numbers from more concrete notions of numbers of things.

The things selected should, therefore, be simple, containing a few clearly expressed attributes, readily recognized and distinguished.

Yet the things should be sufficiently attractive to please the child's fancy and to gratify his instinct of activity (or mastership) in a creative way.

Toys (bronze axes, rakes, knives, etc.) are too complex. The *things* themselves are so interesting that number adds little to the interest and is easily overlooked. Besides the child can do nothing with them, creatively. They afford opportunity only for aimless or destructive sport.

Pebbles, tooth picks, seeds and the like are too irregular in shape, frequently too untidy, lacking symmetry of form and brilliancy of color, which are so attractive to the child. And in creative activity, they are too unwieldy, too stubbornly themselves, not readily accommodating themselves to the child's

purposes. They may do well enough later on, when the child has learned to feel an interest in numbers as such, but at first they are inadequate.

On the other hand, the colored splints, or better still, the colored beads are subject to none of these objections. Color, shape, and number are so prominently expressed in them, that children see little else in them. When number has been separated from the color and shape of the beads, it has virtually become abstract, separated from the thing itself. At the same time, the bright colors and beautiful shapes, and the readiness with which the child can with their help gratify his desire for creative activity, render them exceedingly interesting to the child.

It will be the purpose of the next article to prove these things with the help of a few typical illustrations.

### DEPARTMENT OF PEDAGOGY.

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### THE FUNDAMENTAL CONCEPTION OF METHOD.

### ITS VALUE TO THE TRACHER.

teaching process—the inner or the outer; to either the mental movement in learning, or to the external causes or results of that movement. It is generally applied to the external phase of the process. It is thus applied when we speak of the topical method, the outline method, the labratory method, the oral method, the Boston method, my method, etc. The purpose of this article, with the two preceding, is to direct the attention from the variable surface play of the process to its inner determining principle. The external phase conforms to, grows upon, the inner life in the process of learning. The one is the soul; the other the body. Neither phase of method must be neglected; but to rest the attention in the form of the process, as if that were

teaching, is mechanism and death, where there should be organism and life.

The value of the fundamental conception of method appears from the fact that without it the teacher is not conscious of what he is about. In teaching, the teacher must be conscious of the mental processes in the act of producing them. In the illustration of method from the principle of factoring, both teacher and pupil observe, compare, and contrast, and generalize; but the pupil thinks only the relations involved in the principle, while the teacher thinks the relations and the processes by which the relations are thought. The pupil does not think that now he is observing, comparing and contrasting, and generalizing; but the teacher thinks that now the pupil is observing, now comparing and contrasting, now generalizing. While the pupil is absorbed in the consciousness of the subject of study, the teacher, holding the subject secondary, because familiar with it, is absorbed in the consciousness of the pupil's mental processes. Therefore, the teacher can not teach consciously, can not, therefore, teach, without a knowledge of the method of the mind in · the subject taught.

A knowledge of the true method self-centers the teacher in the work of teaching. Devices and plans vary with conditionsand circumstances, and must be determined anew in every act of teaching by the invariable mental processes. The young teacher wishes to visit his neighbor to see the art of teaching: but, unless he perceives back of the form that which determines the form, he may make a dangerous application of his acquisition. Young teachers, too, are often disturbed in the presence of critics, not knowing if the teaching proceed properly. A knowledge of the inner movement of thought alone can bring assurance of the proper mode of procedure. The mental processes are the same whether in Boston or in Indiana; whether produced by my method or your method; whether the subject be treated topically or by questions; and the external mode of procedure while varying to suit given conditions, must ever be true to this constant element. The teacher knows, and can know only, what is the fitting thing to do under any given set of condition

when he knows the essential inner movement. Thus the teacher becomes self-centered, free from the mechanism of device, because all things are rationally ordered from a determining principle.

The teacher becomes self-centered in another importan respect: he knows when a lesson is taught, both in respect to knowledge and discipline. In the principle of factoring, explained in the preceding number of the Journal, there were five steps in the mental process. The teacher knows that all these steps must be taken before the principle is known, or before the principle cam have its full disciplinary effect on the mind taught. Thus he has a standard of self-measurement. He knows that if, in the illustration, he produce only four of the five steps, that his teaching is worth only 80 percent; and if only three out of five, 60 percent; and so on, till failing to produce any, he becomes worth zero. The teacher who assigns the principle to be memorized from a book is worth negatic zero, for the student becomes stupid by the mechanical exercise of learning the dead form without its animating life.

The foregoing carries with it the explanation of thorough and exhaustive teaching. The word thorough is an old form of the word through. Thorough (through) teaching is teaching which causes the mind to run the circle of all the processes, to the extent of its capacity; while exhaustive teaching includes all the processes, the capacity of the learner not limiting them. Referring again to the preceding illustration, the pupil may be too immature to take the last step, that of deductive demonstration. Thoroughness, then, requires only four of the five steps; while the subject is not yet exhausted by one process. From the side of the pupil, this is exhaustive teaching; for the pupil's power to perform the processes is exhausted before the steps are all taken; and, therefore, not thorough from the side of the subject. The omitted step must be reserved to await the unfolding capac. ity of the pupil. The teacher will never exhaust the subject. but must always exhaust the pupil. A course of study, in its chronological development, grows out of the fact that the student is exhausted before he exhausts the subject; and that, as rapidly

as unfolding powers enable him, he returns now and then to acquire by degrees the unexhausted portion. All subjects completed in the high-school are begun in the primary grade, and are mastered by degrees as rapidly as the unfolding powers of the pupil permit. It thus appears that the teacher not only knows when a point in the subject has been adequately treated, but, of necessity, the progressive development of the subject through the course of instruction.

The much discussed question of interest in teaching and in learning is solved by the true conception of method. source of interest to the learner is the touch of his mental life with the mental life in the thing taught; and the true source of interest to the teacher is the sympathetic touch of his mind with the pupil's in the learning process. The teacher who, in preparation of the lesson, analyzes it into the mind processes of the pupil, living in anticipation the pupil's mental life, invariably approaches the lesson with delight; and, feeling the mental life of the pupil in the act of directing the movement, is caught up with a sympathetic joy that only the true teacher can know. This intimate life with the pupil is impossible to the teacher who does not make a close analysis of the mind processes constituting the lesson to be taught. Many devices for interesting pupils have been suggested; but these are illegitimate contrivances to offset a condition produced by poor teaching. The only sure and proper way to interest pupils is to teach them, to lead the mind into vital juncture with the subject of study. This can be done only by knowing the points of life and contact in the thing taught. Real live teaching, in which there is the warm touch of mind to mind, must be the constant reliance of the teacher who desires to awaken a healthy interest in the lesson taught; and, of more consequence, to fix an inclination to think and a desire to know whatever is manifested to the mind of man. such as percents and head-marks, may interest children; but these tricks will not interest them in the thing taught. It is a misplacing of interest. Instead of the pure pleasure of thinking and the love of truth, is substituted some selfish interest of surpassing others, or the mean pleasure of published success for its

own sake. We try to interest by diverting the attention rather than by arousing and directing it. We have not yet the faith, either in ourselves or in our subject, to trust the process of learning to bring its own delight to the faculties of the learner. And this faith comes, and with it the necessary skill, by a fuller consciousness of the mind processes involved in what we teach, and the consequent withdrawel of attention from the mere forms of teaching.

# APPLICATION OF THE ORGANIZING IDEA OF THE REVOLUTION.

In the preceding Journal an attempt was made to find and state the "Organizing Idea" of the American Revolution. The application of this idea in the process of organization will be another proof of its existence as well as of its utility in the teaching process. The organization of knowledge has three phases: 1. Interpretation; 2. Coordination and subordination of parts of the subject; 3. Separation and integration.

The growth of union was found to be the dominating—the fundamental-movement in the thought and feeling of the people of that period. This growth touches every event in the Revolution as cause or effect, or as both. This connection. which exists in fact, must be made to exist in thought. is no other way to make the true interpretation of the individual event than to see it promoting the growth of union or as brought into existence by the movement which has already commenced. There is no other way to give relative importance to an event of this series than to determine the amount that it contributed to this growth. Unless the mind sees this idea of union as the bond of kinship for all revolutionary events, there is no real period for that mind, but there is rather a series of disjointed. isolated facts. Without such a process of integration the events stand in no more vital connection than succeeding one another in time or having occurred in the same country-a most superficial view.

In scientific organization, integration and separation must be made with reference to the same idea. Since, then, the events of this period are made one—are unified—by the idea of union, so must the period be separated into its logical parts on basis of differences in this idea. Looking at the movement of this idea as a whole, two broad phases of union are discovered. The first phase of union grows out of our relations to England, and the second out of the relations of the thirteen colonies to one another. Union against England extended from about 1760 to 1783, and union on domestic questions extended from 1775 to 1789. The union against England reveals two differences—union on basis of the Rights of Englishmen, extending from 1760 to 1775 and expressed in the Declaration of Rights, and union on basis of the Rights of Man, extending from 1775 to 1783 and expressed in the Declaration of Independence.

Union on basis of the Rights of Englishmen is the interpreting idea for all the events between the struggle over the Writs of Assistance and the battle of Lexington. The resolutions of town meetings and colonial assemblies, the petitions to the King and addresses to parliament by the congress of the colonies, the formation and work of the Sons of Liberty and other revolutionary organizations, the passage of the Stamp Act and the Tea Tax, the Boston Massacre and the Tea Party, either consciously aimed at, or unconsciously produced, a union to obtain the rights common to all Englishmen. To see each event producing this effect or produced by this effect, or both, is to obtain its historical significance. To recognize this idea in all of them is to integrate them—is to make them parts of an organism. To hold up each event before this fundamental idea and determine how much it contributed to this struggle for the Rights of Englishmen is to give it rank in this organic series.

The events of the latter part of 1774 and the early part of 1775, particularly Lexington, Concord, and Bunker Hill, convinced the people that the mother country would never grant them their coveted English rights. This conviction forced them to contemtemplate a broader and more generous basis for union—the Rights of Man. The declaration of Independence gave formal expression to these new political doctrines. The enthusiasm with which both the army and the people received them gave

proof that the new union already existed in the mind and heart of the country. The events from this time forward are the means used by the American people to gain the Rights of Man. the student these events are means also,—the means by which he interprets the progress of the new phase of union. The true -the highest-significance of the battle of Lexington is its effect in unifying public sentiment. How this skirmish wrought public feeling up to a high pitch is not to be found by spending time in trying to decide which party fired the first shot, nor by learning the exact number killed, wounded, and missing on each side. One might be able to quote the exact language used by Major Pitcairn as he bade the minutemen lay down their arms, and yet not see the flame of indignation that swept through the colonies and made them think and feel as one man. This is the problem of this battle. It is not solved as indicated above, but rather by seeing the response that came from Massachusetts towns before that day's work was over, and from all New England and the country at large in the weeks that immediately followed. answer to the problem of the battle of Lexington is found in the twenty thousand provincials that besieged Boston, and in the patriotic resolves of colonial assemblies as they took up the burden of war. After this manner we are to interpret each battle of the war, and not as students of military science. historical student no battle, however great, can be an end. The war of the Revolution was not the Revolution, but a mere sign of the deeper and more significant Revolution that was taking place in the thoughts and feelings of the American people. comprehend this is the purpose in studying the war. The extent to which each campaign contributed to the accomplishment of this real revolution is the measure of its value. Tried by this standard, a few campaigns will be studied in detail, a larger number will yield their content by a careful reading, and the majority of skirmishes will be omitted entirely.

The pressure of war brought the colonies into new relations with one another. New questions arose that, primarily, were of home concern. Many of them did not relate to the struggle with England except very remotely. The Declaration of Independent

dence aided in forcing this question of domestic union to the front. There were two phases—union on the basis of the sovereignty of the State, and union on the basis of the sovereignty of the Nation. The first began to grow about 1775 and lasted till 1789. It is formally expressed in the Articles of Confederation. The second phase of domestic union forced itself upon public attention in the closing years of the war, and is expressed in the Constitution.

The Articles of Confederation are to be interpreted in the light of the first phase of domestic union. Whatever can be pointed out as defects in the Articles themselves, or in their application to the problem of government, is to be interpreted in the light of the fundamental defect—the sovereignty of the State. In fact all the other defects are there because of the presence of this fundamental one. It includes them. They are the particular manifestations of this general idea. The Confederation was given no executive department. Why? Simply because the Confederation had no citizens on whom to execute laws. people belonged to the States-since they were sovereign. Congress could not raise taxes. But who pays taxes? The people. The people owe allegiance to the States. Congress could not regulate commerce between the States. Was this a defect? We usually say so. Suppose Congress had been given this power and that the citizens of New York had violated the regulation. What then? Nothing, unless a conflict with the State of New York. It is the first duty of a sovereign State to protect its citizens. The other so-called defects are to be interpreted in the same way. Given the principle of State sovereignty it would appear that these defects are necessary in order to have a constitution without contradictions. The discontent in the army at the close of the war; the lack of confidence in us on, the part of some foreign nations and the insolence of others, the financial and industrial depression, and Shay's rebellion are all to be traced to and accounted for by the basis on which the union rested. This process of interpretation unifies this series of events and gives the understanding a grip on them that yields the highest form of knowledge and best discipline.

The above events, and many others resulting from the same cause, forced men between 1780 and 1781 to find a more substantial basis of union—the Sovereignty of the Nation. These events not only caused this new idea, but many of them were caused by it. The convention at Alexandria 1785, at Annapolis 1786, at Philadelphia 1787, those in the States to ratify the Constitution, the Ordinance of 1787, and the gift of lands preceding it are all manifestations of the great movement toward nationality. Union on basis of the Sovereignty of the Nation organizes them—interprets them, unifies them, and coordinates and subordinates them.

W. H. M.

### THE SCHOOL ROOM.

This Department is conducted by G. F. Bass, Supervising Prin. Indianapolis schools.

### SHORT NOTES.

a mere gibble-gabble, mixed with forced smiles from the teacher.

It is said that for three generations following 1650 only one grammar was published in the United States. We *might* exist and have good health for the rest of the 19th century without an additional grammar.

If the teacher can get hold of the whole child, he may hope to make a man of him.

HAVE your pupils guess how far it is from their home to New York, New Orleans, Omaha, Denver, San Francisco. This should not be a wild guess, but a guess based on something they know. They may know the length of their own state and take it as a measure to determine other distances.

PLACE a dot on your slate showing the capital of your own state. Place five other dots showing the distance and direction of the five largest cities of the United States from your state capital.

### WASTE.

MUCH time is wasted by pupils in the preparation of their lessons because they have not learned how to study. To teach them how to study should be one object of the recitation. Too much time is spent in testing and not enough in teaching: both are important, neither should be omitted. A skillful teacher often does both at the same time.

Take for illustration an arithmetic problem: "John spent ½3 of his money for a suit of clothes and ¼4 of it for books. He had \$25 left. How much had he at first?

Suppose three fourths of the class have failed on this problem. The teacher may then have it explained for the double purpose of testing the one who explains it and to teach those who failed how to study the problem. Frequently, however, such explanations as follows are given and accepted: "One third plus one-fourth are seven-twelfths. Twelve-twelfths less seven-twelfths are five-twelfths. One-twelfth is one-fifth of \$25, which are \$5, and twelve-twelfths are twelve times \$5, which are \$60, the answer."

Ask those who failed if they now see; they will usually say that they do. Require them to tell what they see, and it appears that they see only the mechanical operations. They can not tell why they added, subtracted, divided, and multiplied. They can not tell what we take ½ of. Such an explanation, then, is worthless in leading the pupils to learn how to study a problem. It is a waste of time to listen to it.

A skillful teacher will lead the pupil to explain somewhat as follows: If John spent  $\frac{1}{2}$  of his money for clothes and  $\frac{1}{4}$  of it for books, he must have spent the sum of  $\frac{1}{2}$  of his money and  $\frac{1}{4}$  of his money for both. This is  $\frac{1}{12}$  of his money. He must then have  $\frac{1}{12}$  of his money left, because if  $\frac{1}{12}$  of any thing be taken away from it there will be  $\frac{1}{12}$  of it left. He had \$25 left, so we know that \$25 are  $\frac{1}{12}$  of all he had. Then  $\frac{1}{8}$  of \$25, or \$5 is  $\frac{1}{12}$  of what he had at first, and 12 times \$5, or \$60 is what he had at first,

Let the explanation be as informal as possible to tell what was done and why it was done. The explanation should make the

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listener think what the explainer thought when he was sol the problem. The listener will then learn how to think to me problem. The other explanation given above will problem himself. pupils to solve by sample, while this will lead them to solv

Teachers sometimes waste time and strength by askin same question in three or four different forms before a nul time to answer it once, e. g.: What is the chief city of the So States? I mean what city is the most noted in the So States, or in the United States for that matter—yes, or the world, i. e., What city in the Southern States is the in the Southern States and is known to be the greater

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stand on both feet and let go of the desk. If you can say so and take your seat. Just about this time John world for certain things? seat and mutters, tells the truth, and makes a severe criticism on his t

Ask the question once and wait for the pupil to has wasted time and strength. him a chance.

seem to see a better form, tell him to give attention Teachers waste time and strength in repeati make it easier for him.

adding useless words, e. g. Teacher: What Pacific Ocean? Pupil: Washington, Oregon Pacific Ocean r Cupu Tr. Yes, Washing touch the Pacific Ocean. touch the racing yes, that's right, that's right California, yes, whing like this teacher does something like this twenty or recitation it grows monotonous.

Reader, it is barely possible that you n except for good reasons, (and there are go except 10x Boonetimes), but the writer has ca others making these useless repetitions.

It is a waste of time and strength to t member all the answers to the "map q In a geography before us there are eigh nap of New England. Many of then well be omitted, but there are several in most text books that might be left out or at least forgotten very soon, and yet the pupil not be greatly injured. The teacher should have a good reason for requiring the pupils to learn and remember the facts-of geography. Those that he has no reason for should be omitted. There is a good reason for learning that Charleston is a great rice market, and that New Orleans is a great sugar and cotton market.

It is a waste of time to have pupils learn and receite definitions of things they do not understand,—e. g.: "A phrase is a group of words denoting related ideas but not expressing a thought." Of what use can this definition be when the pupil does not know what is meant by "related ideas?" It is a waste of time for him to learn the definition before he has learned what related ideas are.

"An attribute complement completes the predicate and belongs to the subject." Many pupils have said this many times before they could tell what "belongs to the subject" means. Take the trouble to ask how they know that the word sweet in the following sentence belongs to the subject: Sugar is sweet. If they have been taught properly they will tell, but if they began with learning the definition and ended with reciting it they will fail. They will not see that to belong to the subject the word sweet expresses an attribute of the object which the subject denotes, or else it must express all that the subject expresses.

### INDIVIDUALITY IN TEACHING.

THE power to think for one's self has too little standing in the schools; and we do not insist enough upon the appreciation of the worth of the school work. Too often we try to wheedle our children into knowledge. We disguise the name of work, mask thought, and invent schemes for making education easy and pleasant. We give fanciful names to branches of study, make play with object lessons, and illustrate all things. To make education amusing, an easy road without toil, is to train up a race of men and women who will shun what is displeasing to them.

But there is no substitute for hard work in school if we are to have a properly trained people; we must teach the value of work and overcome the indifference of children to ignorance.

No one ever came nearer to success of this sort than the Rev. Edward Thring, who for thirty four years was head master of the grammar school at Uppingham, England. What his methods were, this is not the place to state; but he insisted upon nothing more strongly than upon this,—that it was not enough for the teacher to know the subject taught and why it should be taught, but that the child too should feel its value for him and be assured of his ability to absorb the knowledge. He always insisted upon preparing the child's mind for the knowledge to be implanted. The mind itself was his chief care; of mere information he had slight respect. He worked for a strong mind, and a full one; for mental life, mental activity, and power.

In America, Frederick W. Gunn, working along similar lines, influenced his pupils with such power that his school became a wonderful force for the formation of character. With both these men character was the object sought. With them, education meant character, mental life, and growth, not knowledge-lumps and the accretion of book lore. Both were successful, for they held their own high level, kept faith with their convictions and their duty, and did not attempt impossible things.—Century.

### GENERAL INFORMATION.

THE great steel bridge of the Illinois Central Railway crossing the Ohio at Cairo, Ill., is completed. It was tested a few days ago by sending across it nine large locomotives coupled together. Their combined weight was 700 tons. The bridge is two miles long.

### MILES OF VARIOUS NATIONS.

The English and American mile is 1,760	yards.
The Scotch mile is	"
The Irish mile is	"
The German mile is	"
The Dutch and Prustian mile is 6,480	"
The Italian mile is	66

The Vienna post mile is 8,296	**
The Swiss mile is	44
The Swedish and Danish mile is	"
The Arabian mile is	"
The Roman lime is	"
The Weist line is	"
The Tuscan mile is	**
The Turkish muc is	"
The Flemish mile is 6,800	**

### A NEW MODE OF TRANSPORTATION.

The necessity for the transportation of valuable freight, baggage, and mail matter at a more rapid rate of speed than is now possible on our railroads is felt by all. The inventors of the day have been making many efforts to supply this want. It is felt that less than twenty five hours should be consumed in sending mail matter from Chicago to New York, and whatever may be the possibility of sending passengers at so high a rate of speed, there seems to be no reason why freight and mail matter can not safely withstand a velocity of 100 or 200 miles an hour.

A proposed plan is this: A tube is provided extending between the proposed stations. Hollow balls or spheres packed with the objects to be transported are forced through this tube. A blast of air is forced into the tube, and the spheres are driven by the air pressure, the only practical resistance being rolling friction. Thus the minimum of resistance is offered.

The experimental tube which is in use at Marion, N. J., is 1,000 feet long and 30 inches in diameter. It is constructed of No. 18 sheet steel, riveted up into a tight smooth tube and built in sections 25 feet long. Cast iron rings are fastened around it at intervals in order to strengthen and preserve its circular form.

Some of the spheres which are used in the experimental tube are made of cast iron and others of sheet steei, the last being probably the better material for actual practice. The tube being 30 inches in diameter internally, the diameter of the sphere is 29 inches. If centered in the tube this allows a windage of one-half an inch around it. The ball does not rest directly on the

the tube. Along the bottom of the tube a flat plate of steel, 4 inches wide and 3% of an inch thick, is secured. Upon this the sphere rolls, held up 3% of an inch from the bottom of the tube and therefore centered in it, giving an annular windage of approximately ½ an inch all around.

To drive the ball through the tube, a No. 5 Root blower, worked by a 25-horse power engine, has been used. Hithertofor the experiments a partial vacuum has usually been used, a
slight exhaustion ranging from one-half of a pound downward
being used for drawing the ball. It is proposed in practice toto use both suction and pressure.

The results obtained have been remarkable. Throughout the 1,000 feet of tube, balls have been propelled in 11 seconds. As they started from rest, the ultimate velocity attained, which has not been directly determined, must have been very high. In practice it is believed, and claimed by the inventor, that a speed of 300 miles an hour will be reached. The carriers which were experimented with weighed 750 pounds, so it will be seen that the experiment was made upon an actual working scale. Owing to the principle of air cushioning, spheres could be made in practice to follow each other as closely as desired, as collision in the course of transit would be quite impossible. One interesting feature about the apparatus is that the ball is found never totouch the walls of the tube. Like a bicycle it preserves its iquilibrium and always rolls upon the central bed plate or track. This fact has been ascertained by painting the balls; the paint showed no mark, so that it is certain they never touch the sides. of the tube. - Week's Current.

# COUNTRY SCHOOL DEPARTMENT.

[Conducted by W. H. CAULKINS, Supt. Tippecanoe County.]

## HISTORY.

s suggested in our last number, History begins where Geography leaves off; or rather it is built on the foundation laid by Geography. Through the present we interpret the past, and a written history is of value to us only as we interpret it by

means of the present. The Ideas of Geography are in History also—Family, Industry, Education, State and Society, and Religion, and we teach History only as we succeed in teaching development in the relations of these Ideas. Of what value is it to a pupil to know any single fact of History unless he sees its significance?

For the same reason that we gave under the head Geography, the country is sadly deficient in means for making history intelligible. We hold that a class, or a pupil, is not advanced far enough to take up history unless he have a fairly clear conception of the five great groups of Institutional Ideas. Does the average child of to-day have even a faint conception of the almost obsolute monarch the father of the family used to be? Can he here in free American, comprehend the tyranny that might arise in a family of the olden time? If he does not have some idea of the right of the parents to control him, how can he grasp anything of the patriarchal system? Yet to understand history he must understand this.

How can the modern boy on a farm, fitted with the usual labor saving machinery, separate from his neighbor by a fence as sacred as the Chinese wall, independent of everybody, understand the sway of lords over vast estates which they do not work. but which must support them? How can he understand how a people might be ground down by taxes until they starve? How can he comprehend the causes of panics? What thought of his will serve as a basis on which to build a comprehension of a Navigation Act? What does he know that is in the least like smuggling? How is he to understand a Tariff? What is there in his own experience that will give him the key to slavery, and its effects? Used as he is to railroads, how is he to understand the old stage coach, canal-packet, or overland-wagon? can he understand the blockade of the Confederacy without understanding their industrial system? Are we teaching history if we do not teach these? "Words, words, my lord, nothing but words." History is not a record of events, any more than a man is a bundle of muscular fibers, several nerve cells, and a heap of bones. These are a dead body, not a man; those are dead facts, not history.

How can the modern country pupil be led to understand, to image to himself, to comprehend, that state of education in which Kings and Queens and great lords and ladies could not read, could not write, knew nothing of geography? How is he to understand the effect of the invention of the printing press? What notion has he of the meaning of superstition, magic, witch craft? How can he comprehend the crude notions the ancients had of the earth and the solar system? How is he to understand the effect of the invention of the compass? These are questions each one of us has to meet and answer.

What does the modern pupil anywhere know of Puritan and Separatist? How can the American boy or girl be brought to see what a grip Religion had on the peoples of the mediæval and later ages, and how the Church alone could generate the bloodiest of wars and massacres; could crush people to death, burn out their eyes, bore their ears, split their tongues, stretch them on the rack? How can he be made to breathe the atmosphere that made it a crime to stay at home from church, that forbade the slightest levity from the fearful sunset on Saturday to the beautiful sunrise on Monday? How can he understand the stern character of the old Puritans? It were indeed a tedious task to teach him then, were he able to learn only through his own experience. The problem in brief is, how to teach him to reconstruct in his own mind the past conditions of the world.

Listly and worst of all, what can we hope for when our histories teem with such words as conspiracy, intrigue, constitution, law, charter, council, burgess, bill, alien, sedition, nullification, stamp act, nazigation act, company, state, secession, nation, confederation, colony, representative, suffrage, general court, exile, administration, etc., ad infinitum? These are technical terms of the Idea of the State, and all who have attempted to make them clear to pupils who have but little notion of any concrete care of them, will readily agree with me that it is no easy task. If our pupils can not read how much can they learn from their books?

The point we are insisting on is that the teacher must see that the child has a *definite content* for every word that he uses.

Now we can exemplify one way of teaching this subject, so as

to give the pupils an experience to build on, as follows: Let the school understand that they are representatives and senators sent from the different states. Have a speaker, a president, a vice president. Make bills in writing. Vote on them. Go through in the microcosm all that the macrocosm does. Can the pupil fail to understand the terms then? Another day write out a charter, let the land outside the school yard be the unexplored regions. Send out a colony. Let them explore, map the region, and write descriptions of it. So too, for the stamp act, draw on their knowledge of letters, matches, etc., for an understanding of the stamp act. Use pictures freely to help them get a knowledge of past customs, etc., etc. Need we go further? Every intelligent teacher can devise better ways for himself than we can. The main point always to have before us is: elear, definite thinking.

Our subscribers will be glad to learn of a novel, yet enter taining method of contest in History. Spelling matches have been known many years; why not History contests? Choose a text book as an authority and select some historical epoch in advance that scholars may read up carefully. At the contest choose sides and carry on the match. Let A begin reading (not longer than two minutes), and be carefully watched by his opponent B, who should call attention to any mis-statements or omissions. If he fails to do so, others on A's side can point out the fact to B's disadvantage. A carries the story to the midst of some important event, or up to a certain date, and B must then take up the narrative and carry on the story, being watched in turn by C, etc.

If the classes are not mature enough for this, it is suggested that the contest be carried on by questions. At each failure, of course, the person failing drops out as in spelling-matches, until all drop out but one, who is declared the victor.—Common School Education.

Barber—Does this razor hurt you, sir? Victim—It would if I wern' a Christian Scientist.—Boston Herald.

## PRIMARY DEPARTMENT.

(This Department is conducted by Howard Sakdison, Professor of Methods in the State Normal School.)

## WORK INTRODUCTORY TO HISTORY.

through the *first* year, and through the *second* upon biographies, something of the definite idea concerning the basis in United States History would be attempted in the *third* year; or, if the biography work is continued through the *third* year, as might be profitably done, in the *fourth* year.

The determining of the basis in United States History, is the discovery of the ideas that the children are already in possession of, concerning the life of the people of the United States, and the awakening of the distinction between essential and non-essential.

The process in reaching these results is substantially as follows: First, work that would lead the children to distinguish between those points of knowledge that are essential in leading them to understand an unknown thing, and those that, however interesting, and in whatever way related to this unknown thing, are non-essential in giving an understanding of it. teacher speak of an object that is not present, and is inaccessible to the children, stating what it is, as for example, that it is a pitcher. Let the inquiry then be made as to what things should be told them concerning this, in order to make them clearly understand what the nature of it is. The name has already to a degree suggested its nature, but the point is to obtain from the children all those characteristics concerning it, which they think necessary to enable them to understand its exact nature. Let these be taken, and carefully placed before them; then unless the characteristics given contain those that are non-essential in the understanding of the thing, let the teacher suggest certain relations concerning it, that are of that nature; such as, that it was purchased on a Saturday; that it was a bright day; that there were certain visitors at the house when returning from the purchase; that when leaving home in the morning it was upon a certain shelf, etc.

The children are then to be led to see that while all these things are true concerning it, some of them are essential to disclose its nature while others are not.

Let the same work be taken with other objects, if necessary, until the distinction between the essential and the non-essential, is clearly made. When this has been done with objects, let the same point be made concerning those facts that are essential and those that are non-essential concerning a people strange to them.

The second kind of work after the pupils have clearly distinguished between those points of knowledge concerning th: strange people that are essential, in order to comprehend the nature of their life, and those that are non-essential, is to turn the attention to the essential facts alone and to undertake a kind of work with these, that will lead the children to perceive that by their nature, they arrange themselves into five kinds or phases:

- . Those concerning the institution of government.
- 2. Those concerning the institution of religion.
- 3. Those concerning the social institutions.
- 4. Those concerning the industrial life.
- 5. Those bearing upon education.

The next advance, is to take with the class that kind of work that will lead the children to distinguish between the essential and non essential phase concerning any one of these points; as for example, the determining of which is the essential thing, the duties of a given office, or the name of the officer, the efficiency of the service of an officer, or the time that he has served his party connections, etc., as ground for retention or reappointment.

The next phase, is a line of work that will enable the pupil to see that in these institutions which constitute the history of the people, the *prevailing* one is that of government; that is, he is to see that in the plays of the children even, in the forms of social life, in business, and in the religious world, there are laws and regulations and means of enforcing them. This indicates the universal presence of the governmental phase. He is to see that the game of marbles, of quoits, and of ball, have their regula-

tions and their umpires; that visiting and all social forms have their unwritten laws; that the Church has its mode of government, as of electing its ministers, its managing boards, and of collecting moneys; that these elements of government characterize the management of the schools, etc.

When these four points have been made, viz:-

- 1. Distinction between essential and non-essential.
- 2. The classification of the essential points concerning a people, into those bearing upon religion, government, education, etc.
- 3. The distinction between the essential and the non-essential within these. For example, as to whether the knowledge of who is county treasurer, or the knowledge of what the duties of the county treasurer's office are, is essential.
- 4. That the element of government pervades all the other institutions, then the pupil is prepared to be tested directly as to the basis he has in *United States History*.

This is then to be carefully worked out in the following order:

- a. He should be thoroughly tested as to his knowledge of his vill3ge, town, or city.
- b. As to his knowledge of his township.
- c. As to his knowledge of his county.
- d. As to his knowledge of his state.
- e. As to his knowledge of the United States.
- f. As to his knowledge of the nations beyond the United States.

It is not the intention in this work to convey to the child knowledge concerning these points, but to test, (in order to decide the basis in United States History), his knowledge concerning the religious element; the educational institutions and their management; the various forms of business, the nature of the social life, the elements of government, the officers, their duties, etc.; first of his town, city, or village, and then of the others in their succession.

Professor—"Give me the position of the organs." "Oh, the heart lies on the left side, and the others then take care of themselves."

# SUGGESTIONS CONCERNING A READING LESSON.

On page 21 of the Indiana First Reader is the following lesson:—

Do you see this cup?
It is for little May.
What is on the cup?
A fly is on the cup.
Kitty looks at the fly.

The teacher in preparing to teach the children to read this lesson is to hold in mind that the picture is not to be employed or referred to in any way, on the ground that the purpose in learning to read connected sentences is to gain the power to decide the meaning from the language itself. It is legitimate to use the picture to teach the meaning of single words or phrases, but not of connected sentences, except in case of single words whose meaning is not clearly enough shown by the connection. The general rule should be to exclude the use of the picture in all connected sentence work. To use the picture deprives the pupil of many opportunities for independent thinking.

The next step to be taken by the teacher, in order to be prepared to teach the lesson, is to answer these questions: What object is expressed by the language? Does the language express the object as having fixed attributes (as in a description), or changing attributes (as in a narration)? Consideration of these questions will lead to the answers that the object which the language expresses is a particular cup; and that it is set forth as having fixed attributes. That is, the language of the lesson does not express the cup as changing. The language is an imperfect description.

The third thing that the teacher must decide is,—What attributes or relations of the object does the language express? The word cup expresses the regular class attributes of the object cup, viz., that it is hollow, its use, etc. These are to be carefully worked out first, when the lesson is being taught. The language also expresses the cup in the following attributes or relations:

- 1. As being seen by the one who utters the language of the lesson. (This is indicated by the first question.)
- 2. As seeable by the one or ones denoted by the word you, and perhaps as being seen. (This is indicated by the first question.)
- 3. As being nearer to the one speaking than to the one or ones expressed by the word you. (This is indicated by the word this as used by the speaker.)
- 4. As not being seen or seeable at that time by May. (This is to be inferred from the second sentence.)
- 5. As being owned, or intended for May. (This is shown by the second sentence.)
- 6. As not yet having been possessed by May. (This is indicated by the use of the word for instead of belongs to, or is little May's.)
- 7. As being smaller than the cup of ordinary size. (This is hinted in the statement of *ownership* in the second sentence. Especially in the use of the term "little May" as meaning the owner.)
- 8. As having the fly upon its rim or outside. (The use of the word "on" means that the fly is not on the inner surface.)
- 9. As having for its time, summer, or its beginning or close. (This is shown by the use of the fourth sentence.)
- the speaker, or the persons expressed by the words "you" and "May." (This is expressed in the last sentence. It does not there state directly that the cup is being looked at, but this sentence taken in connection with the preceding one, awakens the thought that the cup itself, as well as the fly, is being seen by "Kitty." The expression "at the fly," indicates that the fly is noticed more by Kitty than is the cup, and this conveys the thought that the word "Kitty" means an animal and not a person, although the omission of the word "the" before the word "Kitty" somewhat suggests the idea that the word "Kitty" means a person.)

In order to intelligently select the points to be considered with the class, the teacher, in preparing for the lesson, should

thus carefully and minutely work the various shades of meaning that the language has. Such an analysis of the lesson will enable the teacher to select points that are within the capacity of the children, while at the same time fitted to call forth their careful thought.

In addition to this analysis of the thought, the teacher preparing to teach the lesson, should fix clearly in mind those words that have already been studied, and their comparative familiarity. In this case the word "you" has been used once previously, on page 19; the word "see," on pages 12, 13, 14, 15, 16, 18, 19, in all twenty times; the word "this," on pages 15, 16, 18, 20, eight times; the word "is" seven times, on pages 12, 13, 15, 17, 18, 19, 20; the word "little" twice, on pages 17 and 18; the words "what" and "on" once, on page 19; the word "the" fifty-one times, on the pages 10 to 20; the word "a" twenty times, on the pages 10 to 20, except pages 16 and 19.

To have these points in mind would indicate to the teacher that the review should be upon the words "you," "little," "on" and "what," and also the pages and connections in which to find the old words.

Another point in the preparation for teaching the lesson is to determine the old words, or the parts of old words that would be used in working out with the class the pronunciation of the new words, such as for, do, looks, etc.

The principle to be adhered to is that the child is not to be told the pronunciation of the new word except when necessary, but is to be led to work out the pronunciation from the old words. To work out the pronunciation of for the words Dora and fence would be used, in connection with the use and meaning of the second sentence. That is, if from these words the child decided that the word has the name, or long sound of o, the utterance of the sentence, so using it, would at once suggest the correct pronunciation. In teaching the pronunciation of do and looks, the words go and to and the words good, little, see, and cat, would be similarly used, respectively.

## EDITORIAL.

BE SURE and name the agent with whom you subscribed, when you send pay for the Journal.

IF YOU FAIL to get your Journal by the 15th of the month, write at once; if you wait two or three months it may be impossible to supply back numbers.

IT IS HARDLY FAIR to change residence without notifying the editor, and then after two or three months write and say, "I have failed to get the last two Nos. of the Journal. Please send them to this place." We are entirely willing to re-mail when a subscriber fails to get his Journal through the fault of this office, or the mail service, but not when it is through the fault or neglect of the subscriber himself.

THIS IS THE MONTH in which everybody on the unpaid list is to pay for the Journal. It was the distinct understanding with every agent in every county, with every unpaid subscriber, that he was to pay before Jan. 1, 1890. Send to the agent or to this office, as most convenient, early in the month, so that all accounts may be closed this year. Start the new year with a clean sheet. Never carry an old debt into the new year.

ORDERS for change of address of the Journal should reach this office not later than the 25th of the month, as the mailing list is made up at that time. Orders for change later than this always makes necessary double mailing. Don't forget to give the old address as well as the new.

THE PROGRAMS of the State Teachers' Association will be found on another page. It will be noticed that the forenoons and evenings are to be given to the main Association and the afternoons set apart for the meetings of the Sections. It is believed that this plan will be more satisfactory than the old one. The programs are all good and the attendance should be large.

A TRAVELLING FRAUD, representing himself as J. C. Hamilton, of Indianapolis, and claiming to be agent for the Loomis National Library Association, is going over the country selling memberships in his association, and also selling Webster's Unabridged Dictionary for \$6.00 and collecting \$2.00 in advance, the remainder to be paid on delivery, and other books correspondingly low.

This is a transparent fraud and yet many teachers have been caught. This Loomis Association has been *dead* for months, and of course the books bought and partly paid for are never delivered.

The person doing this work is not J. C. Hamilton who was formerly

in the book business, and is about forty-eight years old, but a young man by the name of Abbott, who represents himself as Hamilton. If the young man comes your way receive him warmly, and send word to the sheriff.

### VOLUME XXXIV.

This issue closes Vol. XXXIV. It will be noticed that the pages of reading matter, exclusive of advertising, run to nearly 800. This is the largest volume in the history of the Journal, and it is believed that the quality of matter it contains will not fall below that of its best contemporaries. The unequalled number of Department editors has secured variety of matter in every issue, and of a high quality. The full index accompanying this number will be valued by those who have the Journal bound, and will be useful to those who do not, but keep the Journal for reference.

#### OFFER EXTRAORDINARY-READ.

To every subscriber of the Journal who will send to the editor a new subscriber and \$1.25 (club rate) between now and January 1, 1889, will be sent, post-paid,—

#### "THE EVOLUTION OF DODD."

This "Evolution of Dodd" is a story of a boy's life, giving all his school experiences. It is written by an experienced teacher and illustrates many phases of school management. It is highly entertaining and at the same time is full of practical suggestions to teachers. It contains 253 pages, is in good type, and neatly bound in paper cover. Dr. E. C. Hewett, author of Hewett's Pedagogy, says of the book: "I am glad 'The Evolution of Dodd' is to be kept before the public. It is an interesting story, and has many valuable suggestions for teachers and parents. It presents some points not often found in books on pedagogy."

Now let every subscriber to the Journal secure a new subscriber at club rates, and get this interesting and helpful book.

If necessary offer to loan "Dodd" to the new subscriber.

### NATIONAL EDUCATIONAL ASSOCIATION.

The National Educational Association and Council of Education have decided to hold their next Annual Conventions at St. Paul, Minn. July 4 to 11, 1890. Hon. James H. Canfield, of Lawrence, Kansas, is President of the Association. It is expected that there will be

twenty thousand teachers present from all points of the Union. The Western Railroads have already agreed to give half rates, plus \$2.00 membership fee, to all persons who attend, and Eastern and Southern Roads will make low rates, which will be announced at an early date. St. Paul has organized a Local Executive Committee and the most complete arrangements are being made to give the teachers a splendid welcome to the Northwest, and to make the meeting a great success. There will be ample hotel accommodations at very reasonable rates. Local excursions are being planned to all important points of interest in the Northwest and on the Pacific coast, which will furnish teachers with the finest summer holiday trips that they ever enjoyed. The official "Bulletin," containing programs, rates and full particulars, to be issued in March, will be sent free. Headquarters, Hotel Ryan.

Address, S. Sherin, Sec'y Local Ex. Com., St. Paul, Minn.

### THE INDIANA SYSTEM.

It is generally conceded that Indiana has one of the best school systems in the United States. While it may have some defects its general plan is among the best. In connection with the Centennial Exposition of 1876, Prof. Smart, who was then State Superintendent, printed a neat, concise statement of the Indiana System. The State Exhibit attracted much attention, and this printed "statement" fell into the hands of a representative from Brazil. The same Brazilian representative is again in this country as a member of the Pan-American Congress now in session. When in Indiana recently he said that the Brazilian schol system got more ideas from Indiana than from any other state. This is certainly complimentary.

In Dakota, where they are now wrestling with the question as to what is the best school system, the State Superintendent has invited Dr. Smart, now President of Purdue University, to go to Dakota and attend a meeting soon to be held, the object of which is to devise a school system for the new state. This is another recognition of the superiority of the Indiana system.

### TESTING THE NEW SCHOOL-BOOK LAW.

In last month's Journal it was stated that a case involving the constitutionality of the new school-book law had been submitted in Marion county and had been decided in favor of the law; also that a case covering the same points was pending in Howard county. This last named case was postponed, and Dec. 2 is the time fixed for trial and argument.

Within the past month a suit was instituted entitled Benj. F. Spears

ex rel. the State vs. Henry Taylor, Trustee of Center School Township, Benton County. The trustee had refused to sell the books of the Indiana Company on demand, as required by the law, and a mandamus to compel him to do so was brought. The trustee alleged that the school which the relator's children were attending was already supplied with other books which, prior to the passage of the law, were in general use in the county; that had defendant sold the relator the books demanded his children would not have been permitted to use them in the schools; that he (defendant) was not required to act as agent of a private corporation to sell its books; that he could not perform the duties imposed by the law without greatly increasing the labors and expenses of his office; that the law was inoperative, because it could not be enforced in parts, and that the law was unconstitutional, because it presumed to make trustees, who are public officers, the agents of private corporations, and created a monopoly in the school-book business. The Court (Judge Peter H. Ward, of the Thirtieth Judicial District), held these points well taken in law, and declared the new law unconstitutioual.

Many if not all the above points were argued in the Marion county case. When the lawyers and the courts have determined just what the law is and how far it is obligatory, and when the method of distribution has been thoroughly tried, the Journal will have something more to say about the *merits* of the law.

# ARE THE NEW SCHOOL BOOKS UP TO THE STANDARD!

A great deal has been said about the new school-books not being up to the standard in point of material used and binding—this especially in regard to the primary geography. A great many complaints have been sent to the State Superintendent and a number of defective books. Two or three parties made complaint to the State Board of Education, and at a late meeting of the board a committee, composed of W. W. Parsons, J. W. Layne, and W. H. Wiley, was appointed to investigate the complaints and call a special meeting of the board in case they deemed it necessary. The report the committee submitted to the Superintendent of Public Instruction was as follows:

"From Gibson county have been sent four copies of the second reader which are labeled as first readers; one fifth reader having several loose leaves; one fifth reader with the cover upside down; one complete arithmetic with several loose leaves; one complete geography with several leaves upside down.

From Jefferson county have been sent two elementary geographies bound with wire only, and not with both wire and tape, as is the sample on which the contract is based; the same geographies contain a considerable number of errors in the form of blurred words, omitted letters, etc.; one elementary arithmetic with four pages—95, 99, 111, and 127—numbered at the bottom of the page; also, showing defective press-work on pages 158 and 159.

The committee have caused to be sent to them for examination all the books shipped by the Indiana School-book Company to Conners-ville Ind., and have found that, with one exception, the books are equal in all respects to the samples on which the contract is based. The elementary geographies are bound with wire only, and not with both wire and tape, as the contract requires.

The company, through its representative and secretary, Edward Hawkins, states that the defects and errors in printing, binding, etc., are due alone to the great haste with which it has been necessary to print and bind the large number of books—about 900,000—sent out on requisitions of school officials, and that the company is endeavoring to comply strictly and in good faith with the terms of its contract.

The company agrees and offers to take back all defective books found in any of its shipments, and to replace these with good copies, or to credit on account all books so returned. The company further agrees to see that hereafter all elementary geographies published by it and furnished on requisitions shall be bound with both wire and tape, as required by the contract. We are unable to see, from the evidence now before us, that there is any substantial violation by the company of its contract with the Board of School-book Commissioners, and we, therefore, see no sufficient reason to call a special meeting of said board of commissioners to consider the subject further at this time."

The Journal has this comment to make upon the foregoing report of the committee:

- I. The examination was too limited. It should not have been confined to the two or three cases referred directly to the board, but should have covered all cases of complaint; and still further it should have solicited information from any and every source, that the whole truth might be known.
- 2. The committee should have employed disinterested expert testimony. The committee was not competent to decide upon the matters referred to it.

The quality of the paper may be reduced many percent and a little gloss added; straw-board may be substituted for tar-board in the backs; wire may be substituted for thread or tape in the binding; the attachment of the covers to the books may be cheapened and weakened—all this may be done and a person not an expert, would not detect the difference.

The board owes it to the people and owes it to itself to at some time in the near future, make a thorough examination of all the contract books; and this comprehensive examination should be repeated at inteavals so long as the contract exists. This should be done not with the view of breaking the contract, but with the purpose of securing to the people what the contract calls for.

The Indiana School-book Company should not only be willing but anxious to have this done. If the company is doing honest work and expects to do honest work, such an examination will result in great good to the company; if it is disposed to evade its obligations then the examination is a necessity.

Any member of the state board would take this precaution in a private business—he should not be less careful of the public business entrusted to his keeping.

The Journal wishes to add that the finding of a defective book now and then is not to be wondered at—but rather to be expected under the circumstances at this time, and this fact should not militate against the company furnishing the books; but if, upon a careful examination, it is found that the books in large numbers are made of inferior material, or that the workmanship is of an inferior quality, and the conclusion is reached that the defective material or defective work is not merely accidental but deliberate, then the terms of the contract should be enforced to the letter—even to the cancelling of the contract.

The Journal is strongly of the opinion that public sentiment as well as justice to the company furnishing the books and to the board itself, demand that such a course as indicated above be pursued.

# **OUESTIONS AND ANSWERS.**

# STATE BOARD QUESTIONS USED IN OCTOBER.

[These questions are based on Reading Circle work of 1888-9]

WRITING AND SPELLING.—The penmanship shown in the manuscripts of the entire examination will be graded on a scale of 100, with reference to legibility (50), regularity of form (30), and neatness (20). The handwriting of each applicant will be considered in itself, rather than with reference to standard models.

The orthography of the entire examination will be graded on a scale of 100, and 1 will be deducted for each word incorrectly written.

GEOGRAPHY.—Write out and explain as fully as the time allotted to this subject will permit the geography of Indiana, showing in full outline what subject-matter you think should be taught in the grades below the high-school.

PHYSIOLOGY.—I. What is dentine? What are its uses, and what its properties upon which its uses depend?

- 2. What property or element of the blood seems designed to stop hemorrhage? How does it operate?
- 3. On what fundamental fact in regard to the structure of tissue is the physician able to judge of the condition of the stomach by looking at the tongue?
- 4 State the facts in the structure of the spinal column which seem designed to protect the brain against jars from walking or jumping.
- 5. Show the need of soap in bathing, by stating some fact in the structure of the human tissue. In the same way show how it is possible to abuse its use.
- 6. Compare breath being inspired with breath being expired as to proximate constituent elements.
- 7. Show how animal heat is developed in the body, and state the means furnished for reducing the temperature.
- 8. Name the different digestive fluids secreted, and state in regard to each,—
  - (a) By what organ secreted.
  - (b) What food element it operates upon.
  - (c) Whether the change caused by it is chemical or physical.
- 9. State the difference in conjointure between the bones of the young and those of the aged, and draw such conclusions as these facts warrant in regard to necessary care of health.
- 10. Describe the cerebro-spinal nervous system, and state general functions of each part.

SCIENCE OF TEACHING.—1. How is mind actively interfered with by vitiated air in the school-room?

- 2. What are the advantages of habits of accurate observation?
- 3. What is the ethical imagination? What opportunities does the school offer for the cultivation of this?
  - 4. Give a clear example of inductive reasoning.
- 5 Consider these two procedures, and give your opinion as to their relative merits:—
- (1) A principle of sentence construction is learned, and then verified by the examination of particulars.
- (2) Several sentences are studied, and the principle is deduced by the pupil.
- 6. Present briefly any of the educational doctrines which Herbert Spencer sets forth in his work on education.
- 7. What facts entitle the views of Spencer and Bain on education to attention and respect?
  - 8. What is meant by utilitarianism in education? (Any six.)

ARITHMETIC.—I. Explain the difference between a common fraction and a decimal.

2. Reduce 3 R. 20.4 sq. rods to the decimal of an acre.

- 3. If \(\frac{1}{2}\) of the purchase price equals the selling price, what is the loss per cent.?
- 4. Find the amount of \$6,000 borrowed from a minor 12 yr. 6 mo. 15 da. old, at 8% simple interest, and retained until he is of age.
- 5. What will an inch board 20 ft. long 9 in. wide cost at \$3.00 per hundred?
- 6. A man was offered \$3,675 cash for his house, or \$4,235 in three years without interest. He accepted the latter offer. Did he gain or lose, and how much, money being worth 7%?
  - 7. If \$100 gain \$6 in 12 mo., what sum will \$75 gain in 9 mo.?
  - 8. Extract the square root of 36 71 to four places of decimals.
  - 9. Find the cubic root of 97.336.
- 10. How many bullets, each weighing  $\frac{1}{4}$  oz., can be moulded from 2 pounds 4 ounces of lead?

HISTORY.—I. Who were "contrabands"? Why were they so-called?

- 2. Give a short account of the inauguration of President Harrison.
- 3. What do you consider the three most decisive battles of the rebellion? Where and when was each fought?
- 4. What political parties were in existence at the time of Lincoln's first election? What did each advocate?
  - 5. What was the Dred Scott Decision, its cause and consequences?
- 6. Who are the five most prominent literary men in the U. States to-day, and what association has each with our history?
  - 7. Why could the President open Oklahoma to settlers?
  - 8. Mention five leading defects in the Articles of Confederation.
- 9. What is current history, and from what sources can it best be derived? (Any seven.)

GRAMMAR.—I. Make only such changes as are needed in the following sentences, giving reasons:

- (a) Four months rent are due.
- (b) Either one of the first four in the class were good scholars.
- (c) If the sun were made of the best coal it would only furnish the present amount of heat for six thousand years.
- (d) Why is fresh air and exercise good for us?
- (e) To better understand the laws of one's country should be the constant aim of all.
- 2. Parse the words in italics in the foregoing sentence.
- 3. Analyze it.
- 4. O that is doing just what I wanted you to do! Parse the words in italics.
  - 5. Analyze the foregoing sentence.
- 6. Write a synopsis of the verb *teach* in the passive voice, first person plural, all modes.

- What are the uses of participles in the various forms of the indicative mode?
  - Let him be who may be. Parse the words in italics.

READING.— WE PROGRESS STEP BY STEP.

> Heaven is not reached by a single bound: But we build the ladder by which we rise, From the lowly earth to the vaulted skies, And we mount to its summit, round by round.

I count these things to be grandly true, That a noble deed is a step toward God; Listing the soul from the common sod To a purer and a broader view.

We rise by the things that are under our feet, By what we have mastered in greed and gain, By the pride deposed and the passion slain, And the vanquished ill we hourly meet.

We hope, we resolve, we aspire, we trust, When the morning calls to life and light; But our hearts grow weary, and ere the night Our lives are trailing in the sordid dust.

Wings for the angels, but feet for the men; We must borrow the wings to find the way; We may hope and resolve, and aspire and pray, But our feet must rise, or we fall again.

Only in dreams is the ladder thrown From the weary earth to the sapphire wall; But the dreams depart, and the visions fall; And the sleeper awakes on his pillow of stone.

- I. Write ten questions such as you would give a pupil in order to bring out the thought.
  - 2. Read a selection to be marked by the superintendents.

# ANSWERS TO PRECEDING QUESTIONS.

READING.—I. Give in your own words the sentiment of first verse.

- In what way is "a noble deed a step toward God?"
- What is an ignoble deed? 3.
- What are meant by morning and night in the fourth verse? 4.
  - Why do our hearts grow weary?
- How do we trail our lives in the dust?
- 7· 8. Explain the first line in verse five.
- "Our feet must rise." How?
- To what celebrated dream has this poem reference?
- IO. Who is the author of this poem?

ARITHMETIC.—1. A common fraction may have any number for its denominator which is always expressed; the denominator of a decimal fraction is always some power of 10, and is generally indicated by the position of the separatrix.

- 2. 20.4 rds. + 40 = .51 R.3.51 R. + 4 = .8775 Acres.
- 3. If the selling price =  $\frac{4}{5}$  of cost the loss is  $\frac{1}{5}$  of cost = 20%.
- 4. 21 yrs. less 12 yrs. 6 mo. 15 da. is 8 yrs. 5 mo. 15 da., and the amount of \$1.00 for this time at 8% is  $$1.67^2$ <sub>3</sub>. . . .  $$1.67^2$ <sub>3</sub> × 6000 = \$10060.
  - 5.  $\$3 \times \frac{100}{100} \times \frac{3}{4} = \$\frac{9}{20} = 45\%$ .
- 6. \$4235 + 1.21 = \$3500, the P. W. of \$4235 due in 3 yr. without interest. \$3675 \$3500 = \$175, the loss.
  - 7. By proportion:  $\begin{cases} $100 : $75 \\ 12 m : 9m \end{cases}$  ::  $$6 : $3.37 \frac{1}{2}$ , Ans.
  - 8.  $\sqrt{36.71000000} = 6.0588 + .$
  - 9.  $\sqrt[3]{97.336} = 4.6$ , Ans.
  - 10. 2 lb 4 oz. = 36 oz.  $36 \div \frac{1}{4} = 144$ , Ans.

CORRECTION.—The question as printed in *list* 30 is, "Divide 6.241 by .0,079," which I construed to mean 6.241 ÷ 0.079. In the Nov. Journal it is printed, "Divide 6,242 by .0079," which is quite different you see. My blunder was in saying 6 241 ÷ .079 = 81, when I should have said 79.

SCIENCE OF EDUCATION.—1. The mind acts through the brain: the activity of the brain depends largely upon the supply and quality of blood; therefore bad air affects the mind through the brain.

- 2. It would be hard to enumerate all the advantages of accurate observation. Some of them are perhaps the formation of correct judgments and opinions; the acquisition of knowledge; the ability to quickly see and comprehend, etc.
- 3. That power of the mind by which we form new ideals of life and character,—the ideals of what we hope and wish to be—and these ideals are the types to which we endeavor to mould ourselves.

The thoughtful teacher will present to the pupil new views of life and character, show him something better than his own surroundings and inspire him with new hopes and desires, and give him an ambition to be something and do something in life.

- 4. Inductive reasoning is the process of deriving a general law from particular truths. Thus I observe that many men die, therefore by induction all men are mortal.
- 5 The first of these processes corresponds to deductive reasoning, the latter to inductive. Generally the second method is the better. General laws or principles are deduced from particular facts. The pupil discovers these laws for himself, and they are therefore his own, and easily understood.

- 7. Because they mark the advance of the latest and best thought in the science of education.
- 8. The study of the useful,—the study of those branches and those subjects only, which are directly useful in practical life.

PHYSIOLOGY—1. Dentine is a substance resembling bone in its general characteristics, which makes up the largest part of the teeth. It is hard and firm yet somewhat porous and contains the nerves and principal vessels of the teeth.

- 3. The alimentary canal is lined with mucous membrane which extends to the lips. Any deranged condition of the stomach is likely to affect this membrane and will be indicated by the tongue.
- 5. Soap is needed to remove the oily substance secreted by the skin. An excessive use of soap injures or destroys the cuticle.
- 7. The development of heat in the body is not thoroughly understood. It is supposed to be developed in the capillaries by the union of oxygen and carbon. The evaporation of perspiration on the surface of the skin is one means used by nature to reduce the heat of the body.
- 10. The cerebro-spinal system is composed of the brain, the spinal chord and nerves. The brain is the great center of the system and is the seat of sensation and the intellectual faculties. The spinal chord the central axis or main line from which most of the nerves branch. It also performs the office of a nerve center. The nerves are the means of communication between the brain and all parts of the body.

GEOGRAPHY.—The subjects as they should be taught may be arranged as follows:

Position—Size, shape and area, and rank.

Surface-Hills, valleys and plains.

Rivers-Mississippi system; the St. Lawrence system.

Lakes, climate, soil. vegetation, animals, etc.

Minerals-Kinds, where found, etc.

Inhabitants-Early settlers, Indians, etc.

Population—Occupations, government, education, counties, towns.

HISTORY.—I. The escaping slaves during the first years of the rebellion were called "contrabands." They were so called because they were considered contrabands of war and were not to be assisted to escape by the army.

- (1) Battle of Gettysburg, July 1, 2, and 3, 1863—in Penn.
  - (2) Battle of Pittsburg Landing, April 6 and 7, 1862—in Tenn.
  - (3) Battle of Atlanta, July 20, 22, and 23, 1864—in Georgia.
- 3. The Republican and Democratic parties. The Republicans advocated the energetic prosecution of the war and the use of all means to that end—even the destruction of slavery, if necessary. The Democratic party was in favor of cessation of hostilities—declared the war

- a failure—declared most of the war measures unconstitutional—advocated secession and the perpetuation of slavery, and aided the rebels in every possible way. In this state an attempt was about to be made to seize upon the government and carry the state out of the Union, but their plans were known and thwarted by Gov. Morton.
- 5. Dred Scott, a negro slave, brought suit for his freedom. and in 1854 the case was appealed to the Supreme Court of the United States. In 1857 Chief Justice Roger B. Taney, speaking for the court, decided that negroes, whether free or slave, were not citizens of the United States, and that they could not become such by any process known to the Constitution. That under the laws of the U. S. a negro could not sue or be sued, and that therefore the court had no jurisdiction; that slaves were mere chattels and might be removed to any free state and returned to a state where slavery was recognized by law; that the Misouri Compromise was unconstitutional and void.
  - 6. John G. Whittier, who was a prominent abolitionist.

George Bancroft, who wrote the History of the United States.

Whitelaw Reid, editor N. Y. Tribune, Minister to France, and famous as a war correspondent.

George Alfred Townsend, or "Gath," the most celebrated newspaper correspondent.

Oliver Wendell Holmes, poet and magazine writer.

- 7. Because a treaty had been concluded with the Indians conveying the land to the U. S., and he was authorized by Congress to open it up for settlement.
- 8. The Union was only a confederation of independent and sovereign states. There was no chief executive; there was no general judiciary. The consent of the states was necessary to complete an act of legislation. Congress had no power to enforce its laws.
- 9. Current history is the history of events as they are now transpiring. From the newspapers and magazines
- GRAMMAR.—I. (a) Four month's rent is due. Month must have the sign of the possessive. Are must be singular to agree with rent.

  (2) Any one of the first four was a good scholar. Were and scholar must be singular to agree with one. (c) —— it would furnish the present amount of heat for only six thousand years. Only modifies six thousand and should be placed near it. (d) Why are fresh air and exercise good for us? Is must be plural are to agree with two singular subjects. (e) Correct.
- 2. To understand is an infinitive used as the subject of the sentence. Better is an adverb modifying to understand. One's is an adjective used as a noun and is in the possessive case modifying country. Aim is a noun in the nominative case used as the predicate of the sentence.
- 3. A simple sentence. To understand is the grammatical subject. Should be is the copula. Aim is the grammatical predicate.

- 4. That is a relative pronoun nominative singular, the subject of the verb is. Doing is a participial noun, predicate nominative after is. What is a relative pronoun joining the two clauses and is in the objective case after the verb to do. You is a personal pronoun objective case subject of the infinitive to do. To do is an infinitive and depends upon the verb wanted.
- 5. A complex sentence. O that is doing is the principal proposition, subject that, copula is, predicate doing. What I wanted you to do, is the subordinate proposition, subject I, predicate wanted, object the phrase you to do.

# MISCELLANY.

ILLINOIS AND MICHIGAN both hold their State Teachers' Associations at the same time that Indiana holds its.

THE FRANKFORT CRESCENT sustains a good Editorial Column, which is conducted by a committee of Clinton county teachers.

WAYNE Co. has four commissioned high-schools—those of Rich mond, Cambridge City, Dublin, and Hagerstown. Has any othe county as many?

THE CAMBRIDGE CITY schools seem to be prospering under the direction of the new superintendent, N. C. Johnson. This city employs a special teacher in music.

Cass Co.—The Manual for '89-90 is not large, but it contains the essentials—course of study, suggestions to teachers, etc. H. A. Searight is making a good start as county superintendent.

FOWLER.—The report for the month ending Oct. 18, shows a good condition of the schools and a decided advance over the previous year for the corresponding month. Samuel Lilly is the superintendent.

SUPERINTENDENTS' MEETING.—A meeting of superintendents of towns and cities in Southwestern Indiana was held at Princeton Nov. 22 and 23. The meeting was well attended and the interest good.

MARTIN Co.—The Course of Study, Manual and Hand-Book of the schools of this county for '89-90 is at hand. It is not voluminous but it seems to contain all needed information. Jno. T. Morris is Supt.

THE SOUTHERN INDIANA NORMAL, at Mitchell, is crowding to the front. Its numbers were never before so large at this season of the year, and its outlook is hopeful. E. F. Sutherland is at the head and is a hard worker.

THE November Public School Journal is full to the covers of valuable reading matter for teachers, and it is only a fair sample of what comes

every month. If there is a better educational paper published it does not reach our sanctum.

DECATUR Co.—The Manual recently published shows well for the schools. The new Supt., L. D. Braden, seems to be an enthusiastic, intelligent worker. Nearly one hundred and twenty Journals go into this county to help the work along.

WABASH COLLEGE has just been favored with a valuable gift. Simon Yandes, Esq., of Indianapolis, has given the college \$40,000 with which to endow the chair of English Literature. This is a generous donation and worthy of imitation.

WARSAW has just let the contract for a new high-school building, which when completed will cost about \$50,000. The schools seem to be in an unusually flourishing condition. The enrollment for the first month was 1044, and there seems to be an enthusiasm from the Supt. to the children in the primary grades. Supt. Walts is hard at work.

MARION.—The following is a summary of the report of schools for last month: Enrollment, 1171; average attendance, 1026; percent of attendance, 96.5; cases of tardiness, 125. This shows an increase of more than 30 per cent. in attendance over the corresponding month of last year, and the general condition of the school work is healthy. J. K. Walts is the superintendent.

OUR DUMB ANIMALS is the name of a paper printed in Boston, the express purpose of which is to prevent cruelty to dumb animals. It is full of interesting reading matter, and ought to be within the reach of every boy and girl in the land. Teachers can not do a better thing than to induce their pupils to subscribe for it. Every teacher should write to Geo. T. Angell, of Boston, Mass., and enclose a 2-ct. stamp for a sample copy.

ELKHART.—The Manual for 1889 is a large and valuable one. Besides the Course of Study, Rules, etc., usually found in a manual, it gives the Method of Promoting Pupils, which is out of the usual line. It gives the early history of the schools. It gives a list of the books in the school library, which now numbers 1875 volumes. It gives the names of articles contained in a valuable school museum. A ladies' society collected most of the books in the above named library and presented them to the schools. This is a suggestion. D. W. Thomas is Supt. and the power behind the throne.

SPECIAL SCHOOL FUND GIVING OUT.—Under a law passed last winter teachers who attend the township institutes receive a day's pay, not from the regular, but from the special fund. The latter is levied by the trustees and is for incidental expenses. The new law is making a drain upon this special fund which the trustees were not prepared to meet, and the consequence is word comes to the State Superintendent

that money is running short all over the state. This additional demand upon the special fund will amount to from \$200 to \$300 per township.

MICHIGAN CITY makes a good showing by its reports. It enrolls 980 and secures a high percent of attendance and notes but few cases of absence. With two exceptions all the teachers take the Reading Circle course, and at the regular teachers' meetings essays are read and living educational questions are discussed. On Thanksgiving day the schools made collections for charitable purposes. Each child brought a nickle or a penny, or an apple or a potato, or a garment, and thus each child did something. Such a course is good for the poor and good for the children themselves. Several other cities have the same custom and it should be general.

As on these lovely autumn days
We all pursue our separate ways
To lead the youth through 'learning's maze',
Though heart be faint, our courage small,
And the seed we scatter beyond recall
Seem only on sterile ground to fall,—
Let's look beyond our hopes and fears
Into a golden realm of years,
And pray that seed we've sown in tears
May yield ripe grain when age appears.

VERNON, Nov. 5, 1888.

# NORTHERN INDIANA SUPERINTENDENTS' CLUB.

At the meeting of the Northern Indiana Teachers' Association held at Warsaw in March last, the feasibility of the organization of a Northern Indiana Superintendents' Club was discussed by a few of the Supts. present, and it was decided to consider the matter still further at Supt. Hailman's Kindergarten Exhibit, to be held at La Porte in May. The result was a meeting at Elkhart, Oct. 25 and 26.

The purposes of the Association are about as follows: To afford Superintendents the opportunity to discuss freely and fully the needs of the public schools and to suggest remedies for existing defects; to examine more fully the principles underlying our educational system; and to seek for the best methods of adapting them to the needs of the children; to give each other our present methods of school management and instruction; and to maintain and strengthen a true professional spirit and a genuine interest in and enthusiasm for the work.

The following Supts. spent the afternoon of Friday, October 25, in visiting the Elkhart schools: W. H. Sims, Goshen; T. J. Sanders, Warsaw; W. C. Palmer, Columbia City; B. J. Bogue, Mishawaka;

J. C. Black, Michigan City; D. W. Thomas, Elkhart. All expressed themselves as well pleased with the condition of the schools and the character of the work being done.

The first regular session of the Club was at 4 P. M. D. W. Thomas was chosen chairman and B. J. Bogue secretary. The session was occupied with the history of the Club and the discussion of the purposes and the best means for realizing these.

Supt. Hailman of La Porte was present at the evening session. The first question for discussion was: "The Best Plans for the Development and general Culture of Teachers." It was suggested that teachers lack general culture in (a) professional enthusiasm, (b) general heart culture which prompts them to study the exact condition of the the children for the purpose of helping them—lifting them upon a higher physical, intellectual, and moral plane; (c) a knowledge of nature—many can not lead the children to see the beauties of nature; (d) general historical information. While the discussion of these points took a wide range, the leading thoughts may be summed up in the following:

- 1. Better preparation should be required. The standard should be lifted until all those who would not dignify the profession could not enter. By so doing only those would enter who love the work and who expect to make it a life work, and not a stepping stone to something more lucrative.
- 2. Superintendents should endeavor to lead the teachers to feel the need of a better education; teachers should be required to take up a line of professional study and be required to pass an examination upon that work every year; boards of education and superintendents should exercise greater care in the selection of teachers; teachers should be required to pay more attention to the growth of the child physically, intellectually, and morally, and less attention to examination percents; they should make a more careful study of the home surroundings, and thereby be enabled to enter into closer sympathy with the children; they should make use of some good school paper which gives a review of the current news of the week; they should encourage the pupils in searching for scraps of interest on history or any of the natural sciences. The children would thus be lead to feel that they were helping each other, thereby overcoming the spirit of selfishness that necessarily enters every school-room.

About the only point made in the discussion of the topic, "What can be done to protect children against the ignorance and meanness of adults," was to encourage the organization of Humane Societies in every school-room, and see that every case reported by the children is investigated and the offender punished.

"What can be done to enlighten the citizens and parents with reference to their responsibility in school matters?" was the next subject

discussed. The general impression was that but little could be done under our present system of laws. While much good can be accomplished through educational columns in the daily papers, educational exhibits, and educational societies; yet these will not reach the class which needs enlightenment the most. Those present felt that this class could be reached only through a compulsory educational law properly enforced.

Saturday, October 26, B. J. Bogue being called home, J. C. Black was elected permanent secretary. The first subject under consideration was the "Teachers' Tenure of Office." The peculiar circumstances under which the teachers are elected and continued in office has a great deal of influence in keeping teachers out of the so-called professions. It was the opinion of those present that teachers should be elected for a length of time indicated by the length of license; that such a law would be an incentive for teachers to prepare for higher grade license, and that the three or more year licenses should be state licenses and good in any part of the state.

The basis and methods of examinations and promotions was the next topic under consideration. While the superintendents agreed as to the real purposes of the examination, there was some difference in regard to their importance as a means to promotion. D. W. Thomas read from his catalogue his plan for promotions. It contains many good suggestions and is far in advance of the old system of promotion upon examination percents. Most of the Supts. relied upon the judgment of the teacher for promotion, which was based entirely on the ability of the pupil to grasp the work.

The subject of the character of excuses called forth quite a spirited discussion. All the superintendents held that the teacher must know why the child is absent from school. A few thought it would cause less disturbance for the notes to read, "Please excuse, etc." and then by a "pumping process" find out from the pupil why he was absent. Such a plan takes the teacher's time and that of the children. This she has no right to do. Most of the Supts. thought the parents could and should state the reason for the absence; that the teacher is by virtue of her position guardian of the whole school, and for the protection of those in school has the right to know why one is absent.

In the discussion of the flexibility of our courses of study, it was the unanimous opinion that no teacher could do justice to more than forty pupils.

The meeting adjourned to meet Dec. 13 and 14, at Goshen.

J. C. BLACK, Sec'y.

G. W. A. Luckey, formerly of this state, is still in charge of the schools at Ontario, Cal. He and his wife, who teaches with him, are both in good health and prosperous.

### INDIANA STATE TEACHERS' ASSOCIATION.

XXXVI Annual Session—To be held at Plymouth Church, Indianapolis, December 25, 26, 27 and 28, 1889.

#### OFFICERS.

President-J. A. Zeller, Prin. La Fayette High School.

Vice-Presidents—R. J. Aley, Vincennes; W. P. Shannon, Greensburg; Thos. Newlin, Spiceland; T. N. James, Brazil; H. H. Dillon, Rochester; and Mrs. J. H. Goodwin, Kendallville.

Recording Secretary-Mrs Annie E. H. Lemon, Bloomington.

Treasurer-D. E. Hunter, Connersville.

Railroad Secretary-Nelson Yoke, Indianapolis.

Executive Committee—J.W. Layne, Evansville; E. E. Olcott, Utica; J. H. Henry, Martinsville; G. F. Bass, Indianapolis; W. H. Caulkins, La Fayette; R. I. Hamilton. Huntington; and Calvin Moon, South Bend.

#### GENERAL PROGRAM.

WEDNESDAY, DEC. 25, 8 P. M.—1. Address of Retiring President, L. H. Jones, Supt. Indianapolis schools. 2 Inaugural Address, J. A. Zeller, Prin. La Fayette High School. 3. Miscellaneous Business.

THURSDAY, 9 A. M.—I. Science in the High School, Dr. David S. Jordan, Pres. Indiana University. 2. Discussion opened by Dr. Chas. R. Dryer, Teacher of Science Ft. Wayne High School. Recess. 3. The Net Results of the Educational System of Germany, Hon. H. M. La Follette, State Supt. Public Instruction. 4. Discussion opened by W. N. Hailman, Supt. La Porte schools.

Evening, 8:00.—Lecture: Prof. B. A. Hinsdale, Ann Arbor, Mich. Tickets will be issued to members of the Association upon payment of the association dues. Fifty cents admission to others.

FRIDAY, 9 A. M.—1. The Relation of the District School to the Township High School, J. W. Denney, County Supt. Randolph Co. 2. Discussion opened by B. F. Johnson, County Supt. Benton Co. 3. Ground of Professional Work, Miss Sarah E. Tarney, Training Department State Normal School. 4. Discussion opened by Miss Adelaide Baylor, Wabash High School. Recess. 5. The Influence of Reading in the Formation of our Opinions and Principles, W. H. Mushlitz, Principal Fulton School, Evansville. 6. Discussion opened by F. D. Churchill, Supt. Aurora schools.

Evening, 8:00.—1. A Business Man's View of the Public Schools, Col. Samuel Merrill, Indianapolis. 2. A Professional View of the Public Schools, Howard Sandison, Prof. of Methods, State Normal School. 3. General Discussion. 4. Miscellaneous Business.

SATURDAY, 9 A. M.—I. The True Function of School Supervision, J. N. Study, Supt. Richmond schools. 2. Discussion opened by J. C. Black, Supt. Michigan City schools. Recess. 3. Report on the Work of the Teachers' and Children's Reading Circles, Jos. Carhart, Prof. Rhetoric and English Literature, De Pauw University.

RAILROAD RATES.—Reduced rates will be given to members of the Association on the following terms: (1) Each member must purchase a full fare ticket to Indianapolis. (2) Each member must obtain of the same agent, a certificate stating that he paid full fare going. Members must have these certificates, or pay full fare both ways. Certificates stamped by the home agent, and signed by N. Yoke, Railroad Secretary, at Indianapolis, will secure return tickets upon payment of one-third fare. Tickets good from Dec. 23 to Jan. 2, 1890.

Members should inquire of their agent, at least one week before the meeting, as to whether he has on hand the certificates that will secure reduced rates.

In case the agent can not sell a through ticket to Indianapolis, the member will purchase to the nearest point where such ticket can be obtained, and there repurchase to Indianapolis, obtaining certificates from both agents of whom tickets were purchased.

NELSON YOKE, R. R. Sec'y.

Headquarters will be at the Grand Hotel. Rates \$2 00 a day.

#### SPECIAL PROGRAMS.

### INDIANA COLLEGE ASSOCIATION.

(Meeting to be held in the Parlors of the New-Denison Hotel.)

THURSDAY, Dec. 26, 2. P. M.—Reports and Routine Business.

Annual Address by the President: "The Religious Sentiment in its Relation to Scholarship," Pres. J. J, Mills, Earlham College.

"Relation of Mathematics to Metaphysics," Prof. J. S. Hunter, Hanover College.

EVENING, 7:30.—"The Function of the Laboratory in Technical Schools," Prof. Thos. Gray, Rose Polytechnic Institute.

"The Study of Man Through Language and Literature," Professor Horace Hoffman, State University.

"What Language Should be Studied First?" Prof. H. C. Garvin, Butler University.

FRIDAY, Dec. 27, 9 A. M.—"Word Color," Prof. E. B. T. Spencer, Moore's Hill College.

"Mathematics in Preparatory Schools," Prof. Robert J. Aley, Vincennes University.

Election of Officers and Adjournment of General Association.

AFTERNOON, 2:00.—Meeting of the Mathematical Section, and any other sections that may be organized.

#### HIGH SCHOOL SECTION.

THURSDAY, Dec. 26, 1:30 P. M.—1. The Nature and Purpose of High School Discipline, P. A. Allen, Superintendent schools, Bluffton.

2. Should Grammar be Taught in the High School? Miss Martha J. Ridpath, Prin. High School, Greencastle.

3. Symposium—How can High School Pupils be Trained to study Intelligently? (Five minute reports.) G. L. Roberts, Prin. Greensburg H. S.; Miss Emily W. Peakes, Terre Haute H. S.; R. M. King, Principal Brookville H. S.; Miss Kittie E. Palmer, Prin. Franklin H. S.; W. M. Wheeler, Evansville H. S. 4. Miscellaneous Business.

FRIDAY, I:30 P. M—I. Is it the Duty of the High School to Prepare for College? J. P. Funk, Prin. H. S., New Albany. 2. United States History in the High School, J. W. Carr, Prin. H. S., Muncie. 3. Mathematics in the High School, J. C. Trent, Prin. H. S., Noblesville. Election of Officers. Miscellaneous Business.

Papers limited to twenty minutes; Discussion to five min. Ample time will be given for pointed discussion after each exercise, and all are invited to come prepared to engage in these discussions.

#### VILLAGE AND COUNTRY SCHOOL SECTION.

THURSDAY, Dec. 26, 2:00 P. M.—President's Address.

A View of the State Course of Study for Common Schools, Howard Sandison, State Normal School. Discussion: A. N. Crecraft, Franklin county; Oliver Kline, Huntington county.

Natural Science in the Teachers' Reading Circle Course, Edward Hughes, Brookville. Discussion: T B. Dresslar, Princeton; R. L. Kelley, Monrovia.

Appointment of Committees and Miscellaneous Business.

FRIDAY, Dec. 27, 2:00 P. M.—Common Sense in the School Room, Geo. F. Bass.

Basis of Apportionment of the State's School Revenue, Elwood O. Ellis, Grant county. Discussion: Quitman Jackson, Hancock county; J. W. Layne, Evansville; J. H. Reddick, Pulaski county; T. A. Mott, Dublin; E. J. McAlpine, Kosciusko county.

W. H. CHILLSON, Clay Co., President.
ROSE A. RUSSELL, Muncie, Secretary.
JAMES H. HENRY, Morgan Co., Ch'n Ex. Com.

S. C. Hanson. Supt. of the Williamsport schools, has made a decided hit on his little song book called "Merry Melodies." It was issued twenty-two months ago, and is now in the nineteenth thousand.

## PERSONAL.

- C. M. Reagan is principal at Valley Mills.
- T. A. Mott still holds the reins at Dublin.
- P. V. Vories is still popular at Hagerstown.
- C. L. Hottel is keeping Milton in the straight and narrow way.
- A. L. Baldwin is principal of the high-school at Cambridge City.

Temple West, formerly of Rockport, is now teaching in Minneapolis, Minn.

- W. T. Gooden, formerly of this state, is still principal of the schools at Pana, Ill.
- W. R. Houghton, formerly of the State University, is now principal of the schools at Loogootee.
- W. E. Clapham is at the head of the Newport schools. The entire corps of teachers here are State Normal graduates.
- V. McKnight, as Supt. of the Rockport schools, is attending strictly to business, and reports from the schools are favorable.

Henry Gunder, for many years at North Manchester, has been elected to the chair of Pedagogy in Findlay College, Ohio.

- D. H. Ellison, for several years superintendent of the schools of Lawrence county, is now in charge of the Mitchell schools.
- C. P. Mitchell, a graduate of the State Normal in '80, has for the last five years been principal of the school at Ridge Farm, Ill.
- Anna V. La Rose, the new Supt. of the Logansport schools, seems to be making a good start. A local paper reports the schools as doing well under her supervision.
- W. C. Belman is serving his seventh year as superintendent at Hammond. He reports 500 children in school and all his teachers reading professional literature.
- Evan W. Estep, formerly of Danville, is now principal of the Wapio English school, on the island of Hawai. He writes that he likes the climate, the work, and the pay, and shall probably remain there several years.
- W. A. Fisk graduated from De Pauw last June, secured the principalship of the Owensville schools at \$100 a month in September, and married one of Greencastle's fair daughters in November, and reports success in each of his undertakings.
- D. E. Hunter, so widely and so favorably known in the state, was taken sick while working in the institute at Martinsville last August, and is not well yet. The Journal is glad to know that he is better and hopes to be out soon. He has two extra bound Vols. of this Journal ('83 and '84) which he will sell cheap.

Alex Knisely, Supt. of Whitley county, sent to Ex-Governor A. G. Porter, now Minister at Rome, a letter containing a program of his "School Day," and received a very pleasant letter from Mr. Porter, which has been printed. He says he is learning the Italian language, and while Italy is attractive in many regards, there is no place like home.

OBITUARY.—James V. Martin, for five years past superintendent of the Greenfield schools, died October 28. He was re-elected, but just before the opening of the schools was compelled to resign owing to his failing health. He was a graduate of De Pauw University, and was a son of Dr. Alex. Martin. He was a good superintendent, a Christian gentleman, and esteemed most by those who knew him best.

Orlando Arbuckle and Orin Staley, two Posey county teachers who pleaded guilty to passing counterfeit money, have both been pardoned by President Harrison. The men were fined \$500 and sentenced to the penitentiary for six months each. "I recommended just what the President did in both these cases," said Assistant District Attorney Cockran. "I recommended that Staley be pardoned because he had the consumption. He was examined by a physician who made a certificate that he would not live a month in jail. In Arbuckle's case I recommended a pardon because I didn't believe he deserved to go to the penitentiary. He just happened to come to the city and while drunk got one piece of the counterfeit money in his possession."

Mr. Arbuckle is a graduate of Hanover College, and was for years Supt. of Jefferson county. Whisky did the work.

### BOOK TABLE.

THE AMERICAN AGRICULTURIST, published at 751 Broadway, New York, is one of the largest and one of the best agricultural papers in this country.

THE JOURNAL OF HYAIEO THERAPY is published at Kokomo, Ind., by Dr. T. V. Gifford & Co. This is a health journal and contains much practical advice.

BOISE'S GREEK LESSONS has been revised by Prof. Pattengill and just published by S. C. Griggs & Co., of Chicago. Every teacher of Greek should examine it.

SANTA CLAUS is a new paper for boys and girls just started in Philadelphia. It is a weekly; price \$2 a year. The number on our table looks well and reads well. Such a paper will bring joy into any well regulated household.

FARM AND LIVE STOCK, is the name of a paper printed in Indianapolis, devoted to "Improved Agriculture and Pure Bred Animals."

It is a 3-column 16-page monthly paper, and costs only 50 cts. a year. It is worsh twice the money to any one interested in farming matters. It is edited by Chas. M. Walker.

WE have received from the Chancellor of the new National University of Chicago the "Announcement" for 1889-90, a neat publication of sixty-four pages, which gives a list of forty non-resident professors who are well known scholars.

The Announcement gives thirteen under-graduate courses and an equal number of post-graduate courses leading to all the various college degrees. The institution is said to be modelled after the famous London University and provides examinations whereby scholars can secure degrees by non resident study and examinations at home, thus benefiting a large class and solving many educational problems. It also agrees to teach "any person in any subject" by mail, and expects to introduce here the University Extension System of Great Britain by which local lectures are given by the professors, thus bringing the University closer to the people.

The National Magazine, the organ of the University, is a valuable paper of its class. For particular address the chancellor, F. W. Harkins, 147 Throop St., Chicago.

## BUSINESS NOTICES.

SCHOOL BOARDS contemplating changes can learn the addresses of the best Western and Eastern teachers, willing to change places, by addressing Orville Brewer, manager of the Teachers' Co-operative Association, 170 State street, Chicago. We can assure all who write of confidential and honorable treatment.

100 ACTIVE, ENERGETIC TEACHERS wanted in a good educational business. Ten times the money there is in teaching. Write at once giving experience, etc. Men only. Address G. Central School Supply House, Chicago, Ill.

DINING CARS—Indianapolis to St. Louis via Vandalia Line, Train No. 1 leaving Union Station 11:55 A. M. Daily.—It is by the adoption of improved devices for promoting the comfort of passengers, that this popular Line has kept fully abreast of the times, and is always found in the front rank. Everything relating to comfort, ease, health, elegance and ministration to luxurious tastes, including ventilation, lighting, strength, safety, mechanical efficiency, ornamentation, superiority of appliances for supplying food or securing rest or sleep, has received due consideration on a marvelous scale, regardless of expense. The Vandalia affords the traveling public every class of cars, from the latest improved day coaches to the luxurious parlor, sleeping and dining cars. As soon as a want or chance of improvement is indicated, the managers are equal to the emergency, and vigorous efforts are speedily made to supply the new demand. The Vandalia is patronized by all classes of travel; is therefore endorsed by the public, hence its popularity is universal.

From N. Y. School Journal.

#### OUR TEXT-BOOKS.

In no country are school text-books so good as in the United States. It is not worth our while to discuss what forces have made them excellent, it is enough to know that they are excellent, and that the demand for them has been great. On account of this demand, certain politicians, having an eye to personal profit, have advocated that the various states should go into the work of text-book publishing, ostensibly for the purpose of economy, but in reality in the interests of their own pockets. In the states that have undertaken this work, as California, Minnesota, and Indiana, almost the sole argument used is cheapness. Now there is no doubt that our text-books could be very much cheaper. Hundreds of salable things could be reduced in price, and the dealers in them realize greater profits than they now do. Make flour half clay, mix corn meal with half its bulk of finely-powdered wood dust, and the people would pay much less for these articles than they now do. But would this cheapening process be economy? Such a diet would seriously affect the health of the people, cause an enormous waste of strength, loss of time, and increase of doctors' bills. Would such adulterations be economy? Evidently they would be most wasteful as well as most criminal. Let us apply this cheapening process to other literary productions; the Century, for example. Suppose a California politician should say, "A large number of the Century magazine is taken in this state, and I am convinced that we are paying too much for it." He makes an estimate of the numbers sold, and shows that a dollar saved on each number would keep within the state many thousands of dollars during a year. He succeeds in getting the state to prohibit the sale of the New York Century and publishes a Pacific Century of its own, for a much less sum than its Eastern rival could be bought for. Now what would be the result? Cheapness, but inferiority; a lowering of the public taste, a distaste for the highest style of art, and a general deterioration of the æsthetic and literary character of the people. California would suffer immensely. She couldn't afford to try the experiment Some years ago she offered a golden bait to Starr King; why didn't she save her money and get a cheaper man? Now this argument applies to text-books. It is possible to make state text-books much cheaper than the publishers have been able to sell them for, but in cheapening them they are ruined. Text-book writing is an art, and artists are not picked up in every town. There are not five men in this world who have the geographical instinct to make an acceptable geography. There are a hundred thousand who can tell how it ought to be done, but not five persons who can do the work in an acceptable manner. Theoretical books are numerous, practical, paying ones, few. The competition between school book publishers insures excel lence To day a certain state is forcing by law its children to use a text-book that will not sell anywhere else. A large school-book publishing firm spent forty thousand dollars in trying to make a certain series of books go, and they wouldn't go; they couldn't be made to go, and the firm lost its money. They are now for sale to some state that wants to go into the publishing business Backed by state au hority they can be made to sell, but at what a cost! There

are no men of capacity to be found in any state, who can make a grammar to order. That is not the way grammars are made. Talent for eloquence, poerry, and text-book making is born, not called up by the politician's magic wand. Money will buy many things, but never capacity, and if any work demands capacity, it is writing text-books. State legislators should let the business of publishing text books alone. Our school-book publishing firms have done much for our schools, in the past, and they will do much more in the future. Their superb histories, matchless geographies, magnificent readers, and unexcelled arithmetics are marvels of educational talent and the printer's art. Our country is justly proud of these books. The fittest of them will survive. Text book publishers know this, and they think twice before they put their money into new enterprises. So should a state

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# Worth Meditating On.

C. M. McMahon, Dublin, Ind.: "Take 'em off, take 'em off. I received two notices of election at very nearly the same time. Thanks for the interest manifested in me." (June 20, 1889.)

[Elected to two \$1000 positions through our agency this year.]

W. H. MASTERS, Supt of Schools, Rushville, Ind. "You have been very attentive to my wants, and I feel free to heartily recommend your Association to any who desire information of vacancies." (Aprill 11, 1889.)

JOHN M. PEARCE, *Thorntown*, *Ind.*: "'Tis good to be here." (Oct. '89.)

[Elected through our agency.]

W. T. Rusk, Princeton, Ind.: "Am still holding the position you secured for me last fall, and am well pleased with it. Expect to stay here, but continue my membership with your Association that I may get help if I need it. I believe your Association a good and reliable one." (Feb. 11, 1889.)

A. E. M., Prof. in State Normal, Indiana, Penn.: "I can say this, that I

A. E. M., Prof. in State Normal, Indiana, Penn.: "I can say this, that I have neglected my opportunities in not placing my name in your Agency before this year." (Sept. 5, 1889.)

Send for circulars to, TEACHERS' CO OPERATIVE ASSOCIATION, ORVILLE BREWER, Manager. [12-11] 70 Dearborn St., Chicago, Ill.

OATARRH OURED.—A clergyman, after years of suffering from that loathsome disease Catarrh, and vainly trying every known remedy, at last found a prescription which completely cured and saved him from death. Any sufferer from this dreadful disease sending a self-addressed stamped envelope to Prof. J. A. Lawrence, 88 Warren Street, New York, will receive the recipe free of charge.

CINCINNATI, WABASH AND MICHIGAN RAILWAY.—The Elkhart Line.—Three Through Trains Daily (except Sunday), between Indianapolis and Benton Harbor, Direct connection at Benton Harbor for Grand Rapids, Muskegon, and all Michigan points, and for Chicago via the Detroit & Cleveland and Graham & Morton boat lines. About May 20th we will put on a line of new Combination Sleeping and Chair Cars on night trains between Indianapolis and Grand Rapids; also a line of Chair Cars on day trains. For time of trains, rates, etc., see any ticket agent, or

E. H. BECKLEY, G. P. & T. A., J. B. HARTER, General Agent,
Elkhart, Ind. Spencer House Block, opp. Union Depot,
5-7 Indianapolis.

THE SOUTHERN INDIANA NORMAL COLLEGE, at Mitchell, Indiana, offers the BEST accommodations and LOWEST rates of any school in the state Guaranteed a first-class Institution in every particular. For particulars address E. F. Sutherland, President.

Look here, Friend, Are you Sick?—Do you suffer from Dyspepsia, Indigestion, Sour Stomach, Liver Complaint, Nervousness, Lost Appetite, B liousness, Exhaustion or Tired Feeling, Pains in Chest or Lungs, Dry Cough, Nightsweats or any form of Consumption? It so, send to Prof. Hart, 88 Warren St., New York, who will send you free, by mail, a bottle of Floraplexion, which is a sure cure. Send to day. 11-7t

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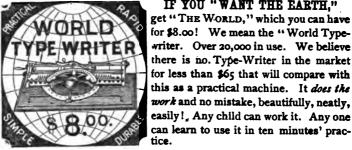
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WHERRAS, The series of arithmetics submitted by the Indiana School Book Company and entitled "Elementary Arithmetic" and "Complete Arithmetic" of the "Indiana Educational Series," is, in the judgment of this Board, fully equal in size and quality as to matter, material, style of binding, and mechanical execution, to Ray's new series of arithmetics named as the standard in the law above mentioned;

Resolved, That the bid of said company be accepted and a contract be made with said company in accordance with the law aforesaid.

WHEREAS, In the opinion of this Commission the series of readers known as the Indiana Educational Series, and offered in the bid of the Indiana School Book Company, are equal in size and quality as to matter, material, style of binding, and mechanical execution, to the Appleton series named as a standard in the law above quoted;

Resolved. That the bid of the Indiana School Book Company be accepted, and the aforesaid series of readers be adopted and a contract be entered into with the said firm to furnish said books for the use of the schools of Indiana.

The above resolutions were adopted by a practically unanimous vote. The following members of the Board were present and voted:

Harvey M. LaFollette, Superintendent of Public Instruction.

L. H. Jones, Superintendent of Indianapolis Public Schools.

David S. Jordan, President of Indiana University.

W. W. Parsons, President of State Normal School.

J. W. Layne, Superintendent of Evansville Public Schools.

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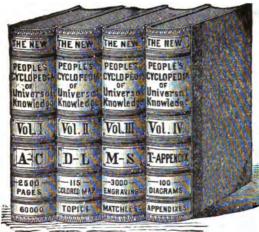
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WHEREAS, The text books in geography submitted by the Indiana School Book Company, consisting of an elementary geography and a complete geography, are in the judgment of the Board of School Book Commissioners, fully equal in size and quality as to material, masses, style of binding and mechanical execution, to the Eclecti: Series of geographies named in section 1 of an act entitled "An act to create a Board of Commissioners for the purpose of securing for use in the common schools of the State of Indians, a series of txxt-books, defining the dusis of certain officers therein named with reference thereto, making appropriations therefore. defining certain felonies and misdemeanors, providing penalties for violation of the provisions of said act, repealing all laws in conflict therewith, and declaring an emergency."

Resolved. That the bid presented by that company be accepted, and that a contract be entered into with the said Indiana School Book Company to furnish these text-books in ecography in accordance with the terms of the law, and the supplementary proposals contained in the none accompanying the bid, as follows:

"If this bid is accepted and the complete geography is adopted we propose to add thereto a new county map of Indiana, showing the railroads of the state, and special Indiana text equivalent to like matter in Eclectic Geography, No. 2. When the proposed new Scates are admitted, maps of each will be made and put into the geography. When the new Census is completed, revised tables of population, etc., will be inserted as speedily as practicable."

WHEREAS, The series of arithmetics submitted by the Indiana School Book Company and entitled "Elementary Arithmetic" and "Complete Arithmetic" of the "Indiana Educational Series," is, in the judgment of this Board, fully equal in size and quality as to matter, material, style of binding, and mechanical execution, to Ray's new series of arithmetics named as the standard in the law above mentioned;

\* Resolved, That the bid of said company be accepted and a contract be made with said company in accordance with the law aforesaid.

WHEREAS, In the opinion of this Commission the series of readers known as the Indiana Educational Series, and offered in the bid of the Indiana School Book Company, are equal in size and quality as to matter, material, style of binding, and mechanical execution, to the Appleton series named as a standard in the law above quoted;

Resolved, That the bid of the Indiana School Book Company be accepted, and the aforesaid series of readers be adopted and a contract be entered into with the said firm to furnish and books for the use of the schools of Indiana.

The above resolutions were adopted by a practically unanimous vote.

The following members of the Board were present and voted:

Harvey M. LaFollette, Superintendent of Public Instruction.

L. H. Jones, Superintendent of Indianapolis Public Schools.

David S. Jordan, President of Indiana University.

W. W. Parsons, President of State Normal School.

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Resolved, That the bid presented by that company be accepted, and that a contract be estered into with the said Indiana School Book Company to furnish these text-books in a cography in accordance with the terms of the law, and the supplementary proposals contained in the note accompanying the bid, as follows:

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Resolved, That the bid of said company be accepted and a contract be made with said company in accordance with the law aforesaid.

WHERRAS. In the opinion of this Commission the series of readers known as the Indiana Educational Series, and offered in the bid of the Indiana School Book Company, are equal in size and quality as to matter, material, style of binding, and mechanical execution, to the Appleton series named as a standard in the law above quoted;

Resolved, That the bid of the Indiana School Book Company be accepted, and the aforesaid series of readers be adopted and a contract be entered into with the said firm to furnish said books tor the use of the schools of Indiana.

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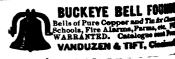
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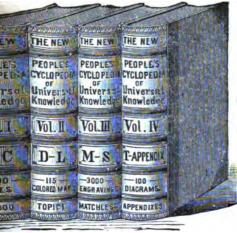
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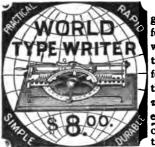
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WHEREAS, The text books in geography submitted by the Indiana School Book Company, consisting of an elementary geography and a complete geography, are in the judgment of this Board of School Book Commissioners, fully equal in size and quality as to material, matter, style of binding and mechanical execution, to the Felecti: Series of geographics named in scotion 1 of an act entitled "An act to create a Board of Commissioners for the purpose of securing for use in the common schools of the State of Indiana, a series of text-books, defining the duties of certain officers therein named with reference thereto, making appropriations therefor, defining certain telonies and misd-meanors, providing penalties for violation of the provisions of said act, repealing all laws in conflict therewith, and declaring an emergency."

Resolved, That the bid presented by that company be accepted, and that a contract be entered into with the said Indiana School Book Company to furnish these text-books in accordance with the terms of the law, and the supplementary proposals contained in the sate accompanying the bid, as follows:

"If this bid is accepted and the complete geography is adopted we propose to add thereto a new county map of Indiana, showing the railroads of the state, and special Indiana text equivalent to like matter in Eclectic Geography. No. 2. When the proposed new States are admitted, maps of each will be made and put into the geography. When the new Cessus is completed, revised tables of population, etc., will be inserted as speedily as practicable."

WHEREAS, The series of arithmetics submitted by the Indiana School Book Company and entitled "Elementary Arithmetic" and "Complete Arithmetic" of the "Indiana Educational Series," is, in the judgment of this Board, fully equal in size and quality as to matter, susterial, style of binding, and mechanical execution, to Ray's new series of arithmetics named as the standard in the law above mentioned;

Resolves. That the bid of said company be accepted and a contract be made with said campany in accordance with the law aforesaid.

WHEREAS, In the opinion of this Commission the series of readers known as the Indiana Educational Series, and offered in the bid of the Indiana School Book Company, are equal in size and quality as to matter, material, style of binding, and mechanical execution, to the Appleton series named as a standard in the law above quoted;

Resolved, That the bid of the Indiana School Book Company be accepted, and the sizesaid series of readers be adopted and a contract be entered into with the said firm to furnish said books for the use of the schools of Indiana.

The above resolutions were adopted by a practically unanimous vote.

The following members of the Board were present and voted:

Harvey M. LaFollette, Superintendent of Public Instruction.

L. H. Jones, Superintendent of Indianapolis Public Schools,

David S. Jordan, President of Indiana University.

W. W. Parsons, President of State Normal School.

J. W. Layne, Superintendent of Evansville Public Schools,

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WHEREAS, The text books in geography submitted by the Indiana School Book Company consisting of an elementary geography and a complete geography, are in the judgment of the Board of School Book Commissioners, fully equal in size and quality as to material, mater, style of binding and mechanical execution, to the Lelecti: Series of geographies manned in section of an act entitled "An act to create a Board of Commissioners for the purpose of securing for use in the common schools of the State of Indiana, a series of text-books, defining the duties of certain officers therein named with reference thereto, making appropriations therefor, defining certain felonies and misd-meanors, providing penalties for violation of the provisions of said act, repealing all laws in conflict therewith, and declaring an emergency."

Resolved, That the bid presented by that company be accepted, and that a construct be extered into with the said Indiana School Book Company to furnish these text-books in geography in accordance with the terms of the law, and the supplementary proposals contained in the new accompanying the bid, as follows:

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Whereas, The series of arithmetics submitted by the Indiana School Book Company and entitled "Elementary Arithmetic" and "Complete Arithmetic" of the "Indiana Educational Series," is, in the judgment of this Board, fully equal in size and quality as to matter, material, style of binding, and mechanical execution, to Ray's new series of arithmetics named as the standard in the law above mentioned;

Resolvea, That the bid of said company be accepted and a contract be made with said company in accordance with the law aforesaid.

WHEREAS. In the opinion of this Commission the series of readers known as the Indiana Educational Series, and offered in the bid of the Indiana School Book Company, are equal in size and quality as to matter, material, style of binding, and mechanical execution to the Appleton series named as a standard in the law above quoted;

Resolved, That the bid of the Indiana School Book Company be accepted, and the store said series of readers be adopted and a contract be entered into with the said firm to furnish said books for the use of the schools of Indiana.

The above resolutions were adopted by a practically unanimous vote.

The following members of the Board were present and voted:

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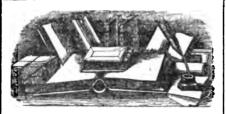
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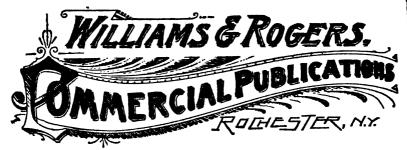
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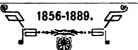


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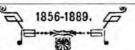
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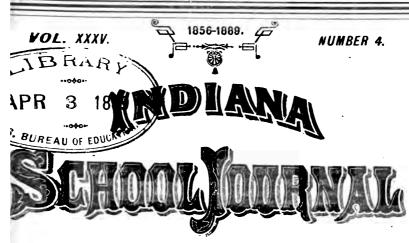
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